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ABSTRACT

Guidelines for nonsequential, one-semester courses in French and Spanish for travelers, offered at the secondary level of instruction, are presented in this study. The courses are intended for those who wish a brief introduction to the language focusing primarily on selected phrases and expressions often used by travelers. The categories of phrases for the courses include (1) making friends, (2) time and numbers, (3) leaving the United States and arriving in the foreign country, (4) accommodations, (5) dining, (6) traveling around, (7) sightseeing, (8) sports, (9) shopping, (10) services, (11) car information and driving, (12) expressions from the foreign language used in English, (13) expressions and mannerisms to avoid, and (14) expressions referring to holidays and festivals. A section on methodology includes suggested procedures for testing and grading. (RL)

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FRENCH FOR TRAVELERS

SPANISH FOR TRAVELERS

(Nonsequential semester courses in the foreign language area)

GUIDELINES  
AND  
HANDBOOK

FL003 699

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS  
UPPER MARLBORO, MARYLAND 20870  
Carl W. Hassel, Superintendent of Schools  
1972

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## PREFACE

A course such as "Foreign Language for Travelers" appears to fill a heretofore unmet need of those students who wish a brief introduction to the language in the form of certain useful phrases and expressions, specifically those related to travel situations. Such a course also serves as an introduction to the foreign culture. English is the medium of instruction for all explanations and discussions of culture. Such a course contributes to a broadening of the offerings in the foreign language department.

This set of Guidelines is concerned with, specifically, French and Spanish for Travelers. These two courses were pioneered on a semester basis at Potomac and DuVal Senior High Schools during 1971-72. As a result of these pilot classes, foreign language travel courses, designed as nonsequential, semester courses, have emerged as a possible addition to the foreign language curriculum.

The following teachers contributed to the preparation of these Guidelines on a voluntary basis, together with Mr. Steven Lutz, Assistant Supervisor:

Miss Patricia Carlton - Bowie Senior High School

Miss Dee Calisto - DuVal Senior High School

Miss Mary Dyke - Potomac Senior High School

Mrs. Mary Kiefer, - formerly DuVal Senior High School

Mrs. Ellen Levitt - Martin Luther King Junior High School  
(formerly DuVal Senior High School)

These courses were pioneered by Miss Mary Dyke, Mrs. Mary Kiefer and Mrs. Ellen Levitt during 1971-72.

This publication was prepared by the Supervisor of Foreign Languages, using as a source the content presented in the pilot classes. Other suggested material in the area of culture has been added with modifications resulting from teacher and student evaluations of the pilot courses.

It is hoped that this guide will help the teacher new to such a course. There is no implication that it should be followed to the letter. The teacher is free to utilize its contents and its references as he or she deems appropriate.

A requirement intrinsic to the situation is that the classroom be student-centered and project/activity oriented. These courses call for teachers with this kind of orientation in order to have the best chance of success.

*Dora F. Kennedy*  
Dora F. Kennedy  
Supervisor of Foreign Languages

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## INTRODUCTION

This publication is intended as a manual or handbook for schools planning to incorporate a language-for-travelers course in their foreign language curriculum.

It includes guidelines in recommended policy vis-à-vis such a course; goals and specific objectives; examples of materials and content used in pilot classes; suggestions in methodology; samples of evaluative materials which emerged from the pilot classes; source list of materials.

## POLICY RECOMMENDATIONS

It is recommended that schools instituting a language-for-travel course adhere to the following overall policy:

1. These courses are intended for senior high school at this time. They should not be offered instead of or at the expense of upper level courses (Levels IV and V). Credit should be designated on the student's record as credit for this course by title and not as credit in the foreign language per se. These courses may also be possible in junior high school.

2. They should be conceived as appealing mainly to those students who:

- a) would not usually be interested in a sequential foreign language course but who wish an introduction to the language with travel orientation. However, students who have had one or more semesters of a sequentially taught foreign language should not be excluded from the course, nor should anyone concurrently enrolled in the sequential program.

In other words, it should be open to all. It is understood that grouping techniques will be utilized to meet the challenge of individual differences.

b) would like to have a brief exposure to the foreign language and culture, with the possible intention of enrolling in a sequential language course at some future time.

3. It is recommended that these courses be of a semester's duration; they could encompass a shorter period if the school schedule is so organized.

4. There could be one such course for each language taught in the school, or for a language not currently taught, provided there is a teacher who is conversant with that language and culture and whose competence has been ascertained.

5. A course of this nature could encompass more than one language and culture, taught either by a team or by a teacher who knows these cultures. In this case the semester may be divided into segments, each language/culture being treated in a different segment.

The foreign language department may designate the course as "Language for Travelers," "French/German\*/Spanish for Travelers," or use a more colorful title such as "Ports of Call," adopted by one senior high school in another part of the State.

6. These classes are, for the most part, to be taught in English, with the exception of the phrases, expressions, geographic names and any other specific vocabulary being presented in the foreign language.

7. The inclusion of such a course in the curriculum of the

\*German course not yet fully developed.

foreign language department should not preclude the use of minipacs, learning activity packages, or "minicourses" on travel topics within the foreign language levels of the regular, sequential program.

8. These courses should be characterized as student-centered, project-oriented, with "laboratory experiences," that is, fieldtrips to the local places which represent the culture being studied, e.g., the French market, or the Pan American Union, restaurants, embassies, etc.

It is understood that fieldtrips must be in compliance with system policy and with the policy of the school.

It is conceivable that "fieldtrips" for such a group might be the participation of some of the class members in actual trips abroad, in a program organized by either the foreign language or social studies department.

9. Parents should be apprised of the limited objectives of such courses and of the fact that they do not provide the in-depth experience of the sequential language course; they are not intended to impart the skill of sustained conversation in the foreign language, a skill which requires the study of functions and forms, that is, structure.

## GOALS OF THE LANGUAGE FOR TRAVELERS COURSE \*

There is a place in the foreign language program for the course in which the objectives are confined to a knowledge of limited specific content in a particular area of living, and in which sequential skill development is not a major goal. Such courses are not of the cumulative type and are usually though not always of a semester's duration.

A summary of goals follows:

### Cognitive Goals

1. To help the student learn to say certain phrases, expressions, and vocabulary commonly used in the foreign language in a variety of travel-related situations; to recognize them in print; and to understand them when he hears them spoken. There will also be a body of expressions which the student will come to understand without being able to say them.

2. To help the student learn to recognize and comprehend foreign language road signs, signs in department stores, and other material of this nature.

3. To introduce the student to different societies, to some of their great contributions to civilization, and to their way-of-life culture.

### Affective Goals

1. To foster a positive attitude toward the foreign people, their language and way of life.

2. To help the student understand that travel in a foreign country is more enjoyable when one knows something about its language, people and culture, thus somewhat diminishing the well known emotional experience of culture shock.

\* In keeping with the current trends as described by Valette and Disick, in Modern Language Performance Objectives and Individualization, Harcourt Brace, Jovanovich, 1972, page 10, the term "goals" is used to refer to broad, general aims, whereas specific aims are designated as "objectives."

OBJECTIVES OF THE LANGUAGE FOR TRAVELERS COURSE  
(Linguistic and Cultural)

What is the student expected to be  
able to do and what should he know  
when he completes such a course?

Since this is not a sequential skill course, the students will not be taught to "put the language together"; otherwise, it will become a Level I course. Phrases and expressions will be learned as "formulas" with little or no grammatical analysis except to satisfy the manifested curiosity of the learners and when explanation or pointing out relationships can assist retention. For example, if the students have been taught to understand and say "How much does this cost?" they should not be expected to understand and say "How much do these cost?" unless this utterance had also been taught. Of course, some students will be able to make such deductions; however, it should not be an expectation.

It is necessary to note that some students enrolled in the course may not be linguistically oriented and consequently may have difficulty in achieving any degree of control over most of the phrases taught. Experience in the pilot classes has shown that the teacher must make a subjective judgment as to an acceptable level of performance. Level I criteria should not be applied. The teachers of the pilot classes agreed that in the case of such students, if the utterance is comprehensible, it should be accepted.

Specific aspects of linguistic skills for which students are to be held responsible:

Upon completion of the course the student is expected to:

- . say with understanding a certain group of phrases which have been taught for active control. Many of these phrases are listed in these Guidelines under CONTENT.

The teacher will set the level of performance that is acceptable.

See Valette text previously cited and discussion in previous paragraph.

- . understand these phrases upon hearing them or seeing them in print. Again the teacher will determine the degree of comprehension acceptable and under what conditions.
- . understand when heard or seen a wider group of expressions which have been taught as recognition vocabulary.
- . read those utterances which he can say, and others as explained above, without necessarily being able to pronounce them. This category includes reading recognition of road signs, posters, signs in public places, e. g., Défense de Fumer (No Smoking), names and types of stores, train, bus and plane schedules. The student will not be expected to read such items aloud, nor to understand them when spoken, but merely to know their meaning when he sees them.

THE STUDENT IS NOT EXPECTED TO WRITE IN THIS COURSE  
EXCEPT FOR COPYING THE PHRASES TO BE LEARNED.

In summary, the linguistic skills categories involved are:

1. saying a limited number of expressions, phrases and words.
2. understanding these same phrases when heard.
3. reading these specific phrases, that is, being able to read them aloud or silently, knowing what they mean.
4. reading recognition and listening comprehension of a larger body of material without necessarily being able to speak it.
5. reading recognition only of additional material without necessarily being able to understand it when heard.

WHEN TESTING, THE TEACHER MUST KEEP IN MIND THE SKILL CATEGORY IN WHICH EACH ITEM WAS TAUGHT. FOR EXAMPLE, AN ITEM TAUGHT FOR READING RECOGNITION ONLY WOULD NOT BE TESTED BY HAVING THE TEACHER SAY IT, BUT BY PRESENTING IT TO THE STUDENT IN PRINT ONLY.

Specific cultural aspects for which students are to be held responsible:

Upon completion of the course the student should:

1. be able to demonstrate his knowledge of the major cultural contrasts and similarities between the foreign country and the United States, to the extent that this information was part of the course.
2. be able to demonstrate a knowledge of the geography, highlights of the history, government, and other social institutions as well as famous personalities and places, contemporary and those of the past.

The teacher predetermines with the class the degree of expectation with regard to items one and two based on the specific content studied. It is assumed that during reports and discussions, the teacher will point out which items are for recognition, which for recall, and which aspects the students should be able to discuss in a critical fashion.

3. reflect through attitude questionnaires, checklists, etc., at least a tolerance toward the foreign cultures and peoples; at best, a genuine appreciation.

Examples of items for a questionnaire containing statements reflecting tolerance\*:

\*From Valette, op. cit., page 132

- a. Different people have different ways of living and acting.
- b. You should not make fun of people who are different from you.
- c. There is more than one workable system for expressing ideas ...

(Check +1 if you agree, 0 if uncertain, -1 if you disagree.)

Scoring: total +1's and -1's)

## CONTENT AND MATERIALS

### Linguistic

The following is an outline of linguistic categories to be covered, based on the usual, practical needs of travelers. These categories and the subsequent lists of pertinent phrases are based on the work of the pilot classes. They are included in most foreign language travel books or lists.\* As described in detail in the foregoing pages under the category of objectives, the words and expressions in these categories would not all be taught for oral control; some would be taught for recognition only, either when heard or encountered in print. It is essential that the teacher study the section on objectives in these guidelines in order to avoid the pitfall of attempting to teach everything for total mastery. Oral objectives for the phrases should be differentiated according to the estimated frequency of need for such expressions (e. g., "where is..." "how much..." are very high in frequency); and the demonstrated ease or difficulty which individuals have in attempting to pronounce each phrase. Teachers of the pilot classes reported that some phrases originally designated for oral control had to be redesignated for recognition only. According to the principle of individualized learning, there will be differences in ability to control each phrase designated for oral control. Hence, class objectives should be adjusted to individuals.

\*See Berlitz French for Travelers and Latin American Spanish for Travelers, recommended for these courses.

Categories of Phrases (Not necessarily in order of presentation for classes)

I. MAKING FRIENDS

Introductions, greetings, invitations, some conversational expressions.

II. TIME AND NUMBERS

Counting to ten; numbers, days of the week, months, seasons, telling time, including 24-hour clock as used in schedules and timetables.

III. LEAVING U. S. AND ARRIVAL IN FOREIGN COUNTRY

Passports, going through customs, changing money, asking directions, buying tickets, means of transportation (taxi, subway, car rental, etc.).

IV. ACCOMMODATIONS

Types of accommodations (hotels, pensions, auberges, casa privada), members of the staff, tipping, breakfast (usually different from American type).

V. DINING OUT

Types of restaurants, menu selections, asking and ordering, the check, compliments and complaints, service charge, tipping in restaurants, reading of menus in French and Spanish.

VI. TRAVELING AROUND

Planes, trains, tickets, reading common signs, buses, subway, directions.

VII. SIGHT-SEEING

Où se trouve... ? ¿Dónde está... ? (Here include names of

various points of interest such as museum, cathedral, monument, as well as some cultural material for enrichment.)

#### VIII. SPORTS

Stadiums, beaches, arenas, kinds of sports popular in the foreign country.

#### IX. SHOPPING

Kinds of shops, currency, import regulations into U. S., clothing, food, medicine, advice on spending, tourist pitfalls, bargaining, awareness and avoidance of illegal items.

#### X. SERVICES

Post office, banks, cable and telephone, filling stations, beauty salon, barbershop. Emergencies: doctor, dentist, embassy, consulate.

#### XI. CAR INFORMATION AND DRIVING

International road signs, asking directions, buying gasoline, trouble on the road (e. g., flat tire), accidents, driving etiquette of the foreign country.

#### XII. EXPRESSIONS REFERRING TO HOLIDAYS AND FESTIVALS

#### XIII. EXPRESSIONS FROM THE FOREIGN LANGUAGE USED IN ENGLISH

Names and places in U. S. which are in the language, or derived from it (e. g., à la carte, à la mode, aficionado, tacos, pronto, New Orleans, Vermont, Rio Grande, Las Vegas; meaning of such place names as Beaupré and Buena Vista, etc.).

#### XIV. EXPRESSIONS AND MANNERISMS TO AVOID

NOTE: Teacher may and should add to these categories and to the phrase lists.

Lists of Some Pertinent Phrases - FRENCH

Starred Items: Teacher should try for oral control first. If student is unsuccessful after some study and practice, change objective for that item to "understanding when heard," or "recognition in print," whichever can be achieved. These lists should be expanded.

Teacher should acquaint students with sound system as it is described in travel books, using the English transcription given in the book.

-----  
Category I - Making Friends  
-----

Easiest  
to  
say

Bonjour, monsieur \*

Bonsoir, monsieur \*

Au revoir \*

Comment allez-vous? \*

Très bien, merci. Et vous? \*

Je m'appelle ... \*

Pardon. Excusez-moi \*

S'il vous plaît \*

Ça va? \*

Madame, mademoiselle \*

Mais oui ... mais non \*

Pas mal, merci. \*

More  
difficult  
to say

Je suis Monsieur... Madame... Mademoiselle...

Je ne parle pas français.

Je ne comprends pas.

Je suis Américain(e) .

J'habite ...

Quelle est votre nationalité?

De rien.

Je vous présente mon ami(e). Enchanté(e).

Recommended for recognition only for most students - however, teacher should judge by ability of individuals. Some will be able to learn to say these phrases.

Parlez lentement, s'il vous plaît.

Comment vous appelez-vous?

—————→ Consult Berlitz French for Travelers, pages 10-15.

-----  
Category II - Time and Numbers  
-----

Most expressions under this category will probably be taught for understanding when heard or seen in print, with individual differences. Some have been successfully taught for oral control.

|         |                        |
|---------|------------------------|
| Easiest | Quelle heure est-il? * |
| to      | midi *                 |
| say     | minuit *               |

Counting (1 - 10)\*

|           |                                        |
|-----------|----------------------------------------|
| More      | Counting 11 - 100                      |
| difficult |                                        |
| to say    | Replies to <u>Quelle heure est-il?</u> |

24-hour clock

Months

The date

Recommended for recognition only in most cases:

Seasons; telling time - 24-hour clock

Telling time on 24-hour schedules

→ See Berlitz French for Travelers, page 183.

---

Category III and IV - Leaving U.S., Arrival Foreign Country;  
Accommodations

---

|                      |                                |                         |
|----------------------|--------------------------------|-------------------------|
| Easiest<br>to<br>say | Merci, monsieur *              | la gare *               |
|                      | Où est la toilette? *          | le train *              |
|                      | Voici l'adresse. *             | le change * e. g. 3F 50 |
|                      | es billets, s'il vous plaît. * | la chambre*             |
|                      | le taxi *                      | la clef *               |
|                      | le métro *                     | mon passeport *         |
|                      | l'autobus *                    | l'eau *                 |
|                      |                                | combien? *              |

More Je voudrais ... Nous voudrions...

difficult

to say Those who orally control voudrais and voudrions can be taught any

number of appropriate infinitives to follow, such as Je voudrais dormir,

manger, etc.

Je cherche ... Nous cherchons ...

trop chaude or trop froide (l'eau)

Il fait chaud.

Il fait froid.

J'ai chaud.

J'ai froid.

Où est la salle de bain?

Rien à déclarer.

à la douane

Quand allons-nous arriver?

For understanding and/or recognition in print  
(Teacher discretion and class abilities)

la femme de chambre

avec bain; avec douche

Vous arrivez à ...

le chasseur (bellboy)

auberge; pension

—————→ Consult Berlitz French for Travelers, pages 20-32 for additional expressions.

-----  
Category V - Dining out  
-----

Easiest    l'addition \*

to

say        Combien est ... \*

Où est le garçon? \*

le menu \*

prix fixe \*

la table, or une table \* (pour deux, etc.)

le restaurant \* or le café \*

le service \* (compris) (pas compris)

dîner \*

|                             |                               |                        |
|-----------------------------|-------------------------------|------------------------|
|                             | l'eau * (or de l'eau)         | le vin * (or du vin)   |
|                             | le pain * (or du pain)        | le lait * (or du lait) |
|                             | le café * (or du café)        | du café au lait *      |
| More<br>difficult<br>to say | J'ai faim (soif).<br>déjeuner | petit déjeuner         |

Names of common foods and beverages; and eating utensils

Reading knowledge of actual menus from local French restaurants

—————→ See Berlitz French for Travelers, pages 33-64.

-----  
Category VI and VII - Traveling Around; Sight-seeing; Money matters  
-----

|                      |                                                           |
|----------------------|-----------------------------------------------------------|
| Easiest<br>to<br>say | Où se trouve ? *                                          |
|                      | à droite * à gauche *                                     |
|                      | Je parle anglais *                                        |
|                      | le change *        )                                      |
|                      | )                                                         |
|                      | les francs *        )    See Berlitz text, pages 134-136. |
|                      | )                                                         |
|                      | les centimes *     )                                      |

|                             |                                                        |
|-----------------------------|--------------------------------------------------------|
| More<br>difficult<br>to say | la carte de crédit                                     |
|                             | contrôleur (conductor)                                 |
|                             | Nous voulons (je veux) louer une voiture.              |
|                             | Je voudrais changer (or toucher) un traveler's chèque. |
|                             | l'argent français                                      |
|                             | A quelle heure part le train ?                         |
|                             | Nous arrivons à ...                                    |
|                             | Nous avons perdu ...                                   |

Understanding and recognition

Endossez votre chèque, s'il vous plaît.

Tournez à droite, à gauche; suivez tout droit

Examples of Signs (for reading recognition)

Défense de fumer - No smoking.

Accès aux quais - to the tracks

Quai --- (number)

Réservé - Reserved

Billets - tickets

Entrée gratuite - Admission free

Eglise - church

Cinéma - Movies

Plage Privée - Private Beach

Baignade Interdite - Bathing prohibited

Banque

Boîte aux lettres

—————→ Consult Berlitz material on signs given throughout booklet.

-----  
Category VIII - Sports  
-----

|                      |                 |                     |
|----------------------|-----------------|---------------------|
| Easiest<br>to<br>say | la piscine *    | match de football * |
|                      | la pêche        | la neige *          |
|                      | la plage *      | les cartes *        |
|                      | J'aime nager. * | Je veux nager. *    |
|                      | jouer *         |                     |

More  
difficult  
to say      les courts de tennis  
le hors-bord - motorboat (analogy with outboard)

faire du ski (Je voudrais; J'aime)

des skis nautiques

jouer aux cartes (Je voudrais; J'aime, etc.)

jouer aux dames (checkers)

jouer aux échecs (chess)

### Recognition

maître-nageur - lifeguard

la cabine

chaise longue

le canot - canoe

la vedette - cabin cruiser

la barque

le voilier - sailboat

la planche de surf - surfboard

patinoire - skating rink

—————> Consult Berlitz text, pages 88-91.

### ----- Category IX - Shopping -----

|                      |                           |                     |
|----------------------|---------------------------|---------------------|
| Easiest<br>to<br>say | Avez-vous ... ? *         | trop cher (chère) * |
|                      | le reçu * - receipt       | étage *             |
|                      | bleu * (and other colors) | le stylo *          |
|                      | Pouvez-vous m'aider ? *   | magasin *           |
|                      | C'est tout, merci. *      | la caisse *         |

More  
difficult  
to say      Où est le centre commercial? - shopping area  
les vêtements      Je veux acheter ...

NOTE: Both pilot classes were able to control most of the vocabulary for

clothing and to recognize the names in print. Examples: un complet, une costume, une paire de chaussures, des chaussettes, une cravate, un mouchoir, une robe, une jupe, des gants, etc.

Signs to know

Names of items of apparel as described above, as they appear in department stores

Entrée libre - May enter and browse

Kiosque à journaux - newsstand (Teacher should describe and show picture of a kiosk,)

Renseignements; Boulangerie; Pâtisserie; Charcuterie; Pharmacie; Boucherie; Coiffeur; Gendarmerie; Librairie (not to be confused with bibliothèque); Bijouterie; etc.

—————→ See Berlitz text, pages 97-129.

-----  
Category X - Services  
-----

|                      |                                      |                            |
|----------------------|--------------------------------------|----------------------------|
| Easiest<br>to<br>say | le cours du change * - exchange rate |                            |
|                      | le chèque *                          | la banque *                |
|                      | le consul *                          | la poste *                 |
|                      | le consulat *                        | le bureau de poste *       |
|                      | le timbre *                          | par avion *                |
|                      | la carte postale *                   | le tarif * (postage)       |
|                      | le télégramme *                      | téléphoner *               |
|                      | Je veux téléphoner ... *             | taxiphone * (street phone) |
|                      | le jeton * (token for phone)         | le numéro *                |
|                      |                                      |                            |
|                      |                                      |                            |

|                             |                                  |                      |
|-----------------------------|----------------------------------|----------------------|
|                             | allo *                           | le coiffeur *        |
|                             | le salon * (salon de beauté *)   | le médecin *         |
|                             | l'aspirine *                     | le dentiste *        |
| More<br>difficult<br>to say | médicament (medicine)            | la dentifrice        |
|                             | l'annuaire (telephone directory) | la boîte aux lettres |
|                             | J'ai mal à ...                   | l'ambassade          |
|                             | l'ambassadeur                    |                      |

### Recognition

|                                                                                                        |                                 |
|--------------------------------------------------------------------------------------------------------|---------------------------------|
| guichet                                                                                                | lettre recommandée (registered) |
| PTT (postes, télégraphes, téléphones - on all post office buildings,<br>sometimes with a blue cross)   |                                 |
| système pneumatique (underground tube in Paris for sending<br>messages to any post office in the city) |                                 |
| blanchisserie (laundry)                                                                                | nettoyer (dryclean)             |
| laver (wash)                                                                                           | repasser (iron)                 |
| (Teacher provides proper structures involving these words.)                                            |                                 |

—————→ See Berlitz text, pages 121-123, 134-141, 169-182.

-----  
Category XI - Car Information and Driving  
-----

|                      |                                         |                                        |
|----------------------|-----------------------------------------|----------------------------------------|
| Easiest<br>to<br>say | la route *                              | A quelle distance? *                   |
|                      | l'essence *                             | la voiture *                           |
|                      | kilomètres * (know equivalent in miles) |                                        |
|                      | les phares * (headlights)               | la station-service * (filling station) |

|                             |            |                        |
|-----------------------------|------------|------------------------|
|                             | le litre * | les pneus *            |
| More<br>difficult<br>to say | pneu crevé | mon carnet de conduire |

NOTE: See Berlitz text, pages 142-159, for a complete repertoire of terminology for driving in a French- speaking country, including signs likely to be encountered, such as allumez vos phares (use headlights), pente dangereuse (steep hill); pages 160-161 show the international road signs in color.

Other signs to recognize

|                        |                        |
|------------------------|------------------------|
| Feu Vert               | Feu Rouge              |
| Carrefour (crossroads) | Stationnement Interdit |

-----  
Category XII - Holidays and Festivals  
 -----

|                                                                  |                                      |
|------------------------------------------------------------------|--------------------------------------|
| Noël * (Joyeux Noël * )                                          | Le Nouvel An (Bonne Année *)         |
| La Semaine Sainte                                                | Le Quatorze Juillet (La Bastille * ) |
| Fête de Jeanne d'Arc (May 7, 8)                                  | Fête du Muguet (May 1)               |
| Tour de France (bicycle race) - approximately June 27-July 18    |                                      |
| Cannes Film Festival - May 14-28 l'anniversaire (one's birthday) |                                      |

Recognize when heard

Some best known French songs

La Marseillaise

Christmas Carols, e. g., Minuit Chrétiens

La Vie en Rose

Les Feuilles Mortes (Autumn Leaves) etc.

Suggestion: Teacher may use the source materials of the sequential program to obtain further information on French holidays. (See Teaching for Cross-cultural Understanding, professional book in each school.)

-----  
Category XIII - French Words and Expressions Used in English  
-----

To show relevance of French to English (linguistically)

French "entered" English after the Norman Conquest. See dictionaries - Foreign Words and Phrases, and Brief History of the English Language, found in most unabridged dictionaries. Also encyclopedias.

Examples of French words incorporated into English:

à la carte, à la mode, bête noir, bon voyage, blouse, boutique, café, chef, chic, "chez," crêpes, chaise longue, cuisine, coiffure, cologne, gauche, hollandaise, mousse, parachute, parfait, parimutuel, parasol, rouge, table d'hôte, etc.

Names of perfumes, names of wines and dishes

Encourage students to investigate and add to lists. (Teach students to use derivative section in dictionary entries.)

|                        |         |           |              |
|------------------------|---------|-----------|--------------|
| To say and understand: | ici *   | là-bas *  | maintenant * |
|                        | quand * | comment * | combien *    |
| To recognize:          | hier    | demain    | aujourd'hui  |

-----  
Common expressions to say and/or to recognize

|                                |                                        |     |          |
|--------------------------------|----------------------------------------|-----|----------|
| Eh bien                        | alors                                  | bon | Mon Dieu |
| Excusez-moi                    | Pardon, monsieur, madame, mademoiselle |     |          |
| Répétez, s'il vous plaît, etc. |                                        |     |          |

Expressions to avoid

Use of tu and toi unless told to do so by the native.

## CONTENT AND MATERIALS

### Cultural

#### Aspects of Culture - FRENCH

The major French-speaking areas are France, Belgium, French Canada, Haiti, Martinique, Guadeloupe, French West Africa, Republic of Zaire (Congo), French Guiana and Madagascar. Other areas are parts of Switzerland, Monaco, Luxemburg, Corsica, Tunisia, Morocco, Algeria, and Laos, Vietnam and Cambodia.

The most frequently traveled of the above areas, insofar as Americans are concerned, appear to be France and the other west European French-speaking areas, French Canada and the Caribbean Islands. Hence, the course should be geared to these areas, with the understanding that the other areas mentioned can be investigated if student interests warrant.

—————→ See map and photographic inserts, A-LM II, 2nd edition, Harcourt, Brace and Jovanovich.

This course does not propose to deal with French culture in depth for only in gaining control over the language can one begin to savor its essence.

However, it is possible and desirable for students to become acquainted with some of the major aspects of the French "ambiance."

It is important that the teacher plan to have cultural projects in progress concurrently with each of the Linguistic Categories previously discussed. Hence, these categories can be incorporated within larger cultural themes. Obviously, a course of this nature imparts more of the culture than of the language per se.

The teacher is urged to refer to the texts and other materials used as cultural sources in upper level French, and especially the curriculum guide for French III, IV, V, pages 69-78; 267-293; 375-413; 449-458. For

background reading in English consult pages 79; 469; and 476 of the same guide. Also the basic texts of the sequential program contain much cultural material from which to draw.

### Examples of cultural units integrated with the linguistic categories

(not exhaustive)

#### A. CITIES OF THE FRENCH-SPEAKING WORLD

|                                              |                                                                                                  |                               |                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories being taught | Arrival<br>Dining out<br>Shopping; services<br>Sightseeing<br>Accommodations<br>Time and numbers | Pertinent cultural categories | Geography<br>History<br>Sister cities (with U. S.)<br>Popular customs<br>Comparisons and contrasts (among the cities and between U. S. cities and them)<br>Buildings<br>Monuments<br>Theatre<br>Architecture<br>Museums<br>Industries<br>Parks, restaurants, places of recreation, etc. |
| →                                            |                                                                                                  | →                             |                                                                                                                                                                                                                                                                                         |

NOTE: Projects on industries and products can be related to shopping.

Projects related to sightseeing can involve the numerous monuments and places of interest, their history and reason for being, or contrasts between such cities as Brussels, Paris, Geneva, Montreal, Dakar, for example.

#### B. FOODS

|                                 |                                                                                              |                               |                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------|----------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories | Dining out<br>Money<br>Accommodations<br>Shopping<br>English expressions derived from French | Pertinent cultural categories | French cuisine. Why so well known and imitated?<br>Aspects of food<br>Industry<br>Making of cheese<br>Making of wines<br>Pastries<br>Regional dishes<br>Contrasts among different countries<br>French restaurants vs. American<br>French eating habits and attitudes vs. American<br>American foods and beverages popular in France, etc. |
| →                               |                                                                                              | →                             |                                                                                                                                                                                                                                                                                                                                           |

—————> Consult Cooking of France, Cooking of the Caribbean, Time-Life Series, in most school libraries.

### C. COUNTRIES AND REGIONS

|                                 |                                                                                                                                                        |                               |                                                                                                                                                                                                                     |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories | Arrival<br>Traveling Around<br>Car information<br>Accommodations<br>—————> Money exchange<br>Holidays - festivals<br>Sightseeing<br>Time<br>Dining out | Pertinent cultural categories | Geographic names<br>History<br>Folklore - legends<br>Famous persons<br>Films<br>Fiction<br>Attitudes towards Americans<br>Industries<br>Government and politics<br>Communications<br>Magazines and newspapers, etc. |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

NOTE: Though Holidays and Festivals are listed under linguistic categories, they should also be part of the group's cultural studies, e. g., Mardi Gras.

See A Traveler's Map of France, National Geographic Society, supplied to schools teaching this course.

### D. THE ARTS (Emphasis on Contemporary)

|                                 |                                                             |                               |                                                                                                                                                                                                                                              |
|---------------------------------|-------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories | Sightseeing and entertainment<br>Traveling around<br>—————> | Pertinent cultural categories | Music, including popular<br>Composers<br>Songs<br>Films and plays<br>Authors<br>Paintings and painters<br>Ballet<br>Theatre, opera, TV<br>Children's theatre<br>Famous performers, e. g.,<br>Maurice Chevalier<br>Contemporary youth singers |
|---------------------------------|-------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

NOTE: The teacher, as resource person, should translate for the class materials found in the texts and reference works of the various levels in the regular program.

### E. SPORTS

See sports under linguistic categories.

|                               |                                                                                                                                                      |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent cultural categories | Games popular with youth,<br>e. g., soccer, hockey<br>(broadcasts from Montreal)<br>Contrast soccer and football<br>Bicycling (Tour de France), etc. |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

NOTE: Use library resources, newspapers and magazines.

## F. THE FRENCH IN AMERICA

### Linguistic

French expressions and place names used in English.

### Cultural

The French elements in New England and Louisiana. French-U.S. friendship. American Revolution to modern times.

## G. ADDITIONAL EXAMPLES OF CULTURAL TOPICS

Developed through teacher-pupil planning, individual or small group projects, or minipacs or learning activity packets.

Provinces of France

Folklore, customs, holidays

Famous French people

Fine arts

Paris and its tourist attractions

French Canada (See unit in Curriculum Guide for French III, IV, V.)

Family life

French character

Attitudes toward Americans

Religions in French-speaking areas (Christianity, Moslem, Jewish, Atheism)

Commerce

Government

Education

Any topic of interest to individuals or the class

## MATERIALS, Linguistic and Cultural - FRENCH

The pilot classes utilized through adaptation as many of the materials already available to the language department. Included among these are:

1. Berlitz, French for Travelers, Crowell, Collier and Macmillan, 1972. (Provided for schools teaching this course, one copy per student) Accompanied by a student record; several provided. Text with cassettes available in bookstores.

2. The Berlitz-Pathescope Filmstrip Series, Lessons 2, 3, 5, 7, 9, 10, 16, 17, 18, 22, 24

Lesson 17, Sightseeing at Versailles, and Lesson 24, Department Store, are particularly useful,

NOTE: Although these color filmstrips appear somewhat dated as reflected by cars and skirt lengths, students should be encouraged to view them as a source of cultural background; vocabulary used is authentic and pertinent.

(Discussed further under methods.)

3. Une Année en France, Holt, Rinehart and Winston. Filmstrip-tape set. Tapes recorded in French on one side and in English on the other. Set may be borrowed from Audio-Visual Materials Center, Bladensburg, through school A-V coordinator.

4. Un Voyage en France, filmstrip set with script booklet in French and English. (See methods.)

5. Various slide sets on Paris.

6. National Geographic filmstrip series on Canada. See school library.

7. National Geographic Travel Map of France (provided).

8. Films from Audio-visual Materials Center. See catalog published annually and distributed to schools. PRE-ORDER early in semester.

Use Foreign Language and Social Studies sections.

Films in English available for most of the French-speaking areas, including several on Africa.

9. Washington Gas Light Company. Slide presentation:  
The Art of French Cooking (Community Service Department)
  10. Spoken French for Students and Travelers, D. C. Heath
  11. Getting Along in Gay Paree, booklet from Wible  
Institute (provided)
  12. Getting Along in French. Tape recordings with phrases  
to say. Holt, Rinehart and Winston. Photocopies of script.
  13. Travel posters, menus from French restaurants, post  
cards, personal slides, transparencies made by teacher.
  14. Various volumes of National Geographic in library which  
feature a French-speaking area.
  15. France - Time-Life Series on countries; others available  
on a variety of countries, such as Belgium, Haiti, Switzerland,  
Canada. (Consult Librarian.)
  16. Holt Flashcards (in all schools)
  17. Teaching for Cross-cultural Understanding, State Department of  
Education, Raleigh, North Carolina
- Of Interest

Haiti, Maurice Bitter, Editions du Seuil, 27, Rue Jacob,  
Paris 6, France

Hugo's When in France, Hugo's Language Institute, Ltd.,  
2 Southampton Place, London, England, 1968

NOTE: The teacher should create transparencies to combine teaching of  
phrases together with the culture.

The school library is an important source of both fiction and nonfiction  
relative to various countries.

#### Additional Sources

French periodicals (for teacher information)

Embassies (for films and pamphlets)

Airlines - posters, films

Travel Agencies - for pamphlets, posters

Resource persons in community who can speak English

Local theatres (Circle, Inner Circle)

Curriculum Guide for French III, IV, V (See page 78 for pen pals.)

For French-in-America: Chamber of Commerce,  
Lafayette, Louisiana

French Cultural Services, 972 Fifth Avenue, New York,  
N. Y. 10020

SPANISH  
CONTENT AND MATERIALS

Linguistic

To the Spanish teacher:

Please read carefully the introduction to this guide, dealing with goals and objectives, since it describes the intent of this course.

Also please read the introductory paragraphs under the French, linguistic section (pages 6-19). Space does not permit their repetition here. The teacher is urged to keep in mind, however, that each phrase taught should have its own objective:

oral control; recognition when heard only; recognition  
in print only; or all three

Objectives in some cases will vary according to individuals. Some can learn to say what others may only recognize. The following list of linguistic categories are based on the experience of the pilot classes. They are not necessarily in the order to be studied.

MAKING FRIENDS; TIME AND NUMBERS; LEAVING U. S. ;  
ARRIVAL; ACCOMMODATIONS; DINING OUT; TRAVELING AROUND;  
SIGHTSEEING; SPORTS; SHOPPING; SERVICES; CAR INFORMATION;  
EXPRESSIONS REFERRING TO HOLIDAYS AND FESTIVALS; EXPRESSIONS  
FROM THE FOREIGN LANGUAGE USED IN ENGLISH: EXPRESSIONS AND  
MANNERISMS TO AVOID.

NOTE: The teacher may add to the lists of categories and phrases.

Main text: Berlitz, Latin American Spanish for Travelers, Collier-Macmillan, 1972, with student record. Students may purchase book and

cassette set on their own at book stores. Texts and records provided each school teaching the course.

The Spanish-speaking areas most traveled by North Americans are Puerto Rico, Mexico and Spain. Phrases presented are geared to Latin American Spanish, especially Mexico and Puerto Rico. Some adjustments are required for Spain. One copy of text, Berlitz, Spanish for Travelers (Spain) is provided for teachers, whereas one copy of the text, Latin American Spanish for Travelers, is provided for each student.

#### Examples of phrases for each category

Starred items should be first taught for oral control. If unsuccessful, change to "understanding when heard, " or "recognition in print, " whichever can be achieved.

Teacher judgment for oral production:

If it is comprehensible, it is acceptable. Level I standards do not apply.

Acquaint students with Spanish sound system as explained in travel books, using English transcriptions or spellings given in book.

NOTE: Explain Spanish punctuation marks at the outset. See Berlitz text, pages 5-16 and differences between Castilian and Latin American Spanish.

---

#### Category I - Making Friends

---

|         |               |                |
|---------|---------------|----------------|
| Easiest | ¡hola! *      | así-así *      |
| to      |               |                |
| say     | ¿Qué tal? *   | Muy bien *     |
|         | Mucho gusto * | Adiós *        |
|         | Gracias *     | Hasta mañana * |

|                                                                                           |                        |
|-------------------------------------------------------------------------------------------|------------------------|
| Muchas gracias *                                                                          | Buenos días *          |
| amigo(a) *                                                                                | Buenas tardes *        |
| Sí, No *                                                                                  | Buenas noches *        |
| Perdón *                                                                                  | ¿Comprende? *          |
| Me llamo ... *                                                                            | or                     |
| la mañana *                                                                               | ¿Entiende? *           |
| ¿Cómo está Vd. ? *                                                                        | Sí, entiendo *         |
| Estoy bien *                                                                              | or                     |
| No estoy bien *                                                                           | comprendo *            |
| el señor *                                                                                | No, no entiendo *      |
| la señora *                                                                               | o                      |
| la señorita *                                                                             | No comprendo *         |
| Soy de los Estados Unidos *                                                               | ¿Cuántos años tiene? * |
| ¿Habla Vd. inglés? *                                                                      | Tengo ... años *       |
| More difficult to say                                                                     | No hablo español *     |
| Soy estudiante, etc.                                                                      | Repita, por favor *    |
| weather expressions ( <u>llueve</u> and <u>nieva</u> - most difficult)                    | de nada                |
| ¿Cómo se llama Vd. ?                                                                      | Soy norteamericano(a)  |
| Hasta luego                                                                               | Hasta la vista         |
| ¿De dónde es Vd. ?                                                                        | ¿Puede ayudarme?       |
| Quisiera (I would like ...)                                                               |                        |
| <u>Recognition only</u> - for most, though teacher should judge by ability of individuals |                        |
| 1. Encantado                                                                              |                        |
| 2. ¿Está enferma? ¿Está mareada? (seasick or airsick)                                     |                        |

3. ¿Quiere comer?
4. ¿Quiere tomar algo?
5. ¡Cuidado!
6. ¡Espere un momento!
7. la cita - date or appointment
8. ¿Cuántos años tiene su amigo(a)?
9. E. E. U. U. - abbreviation for U. S.

—————→ See Berlitz text, pages 93-96. Also Ramsey: A Textbook of Modern Spanish, pages 677, 678 for explanation of Spanish names.

-----  
 Category II - Time and Numbers  
 -----

Most taught for recognition when heard or seen in print.

Attempt should be made to teach the following for oral control:

Easiest  
to  
say

¿Qué hora es? \*

Days of the week. \* Es lunes, etc. \* el lunes \*  
 (Both pilot classes learned to say and understand these.)

Counting to 10 \*

la fecha \*

More  
difficult  
to say

Replies to ¿Qué hora es?

Months

Seasons

Hoy es el ... de ... (month)

¿Qué día es hoy?

Recognize

Time on schedules; differences in clothing sizes and metric system

equivalents.

→ See Berlitz text, pages 182-184; and 108.

-----  
Category III and IV - Leaving U.S.; Arrival; Accommodations  
-----

|                             |                                                 |                              |
|-----------------------------|-------------------------------------------------|------------------------------|
| Easiest<br>to<br>say        | Gracias, señor, señora, señorita. *             |                              |
|                             | el billete * (ticket)                           | ¿ Cuánto es? *               |
|                             | el taxi (Un taxi, por favor.) *                 |                              |
|                             | ¿ Dónde está... *                               | ... la oficina de cambio? *  |
|                             | ... el tren? *                                  | ... el carro? *              |
|                             | ... el metro? *                                 | ... el avión? *              |
|                             | ... el autobús? *                               | ... el baño? *               |
|                             | ... la tarifa? (fare) *                         | ... la tarjeta de crédito? * |
|                             | ... el cheque? *                                | ... mi pasaporte? *          |
|                             | ... la maleta? *                                | ... el cuarto? *             |
|                             | ... el hotel? *                                 | Lo siento, no comprendo. *   |
|                             | Cambiar un cheque *                             | Tengo prisa. *               |
| More<br>difficult<br>to say | Nada que declarar                               | la llave                     |
|                             | cheque de viajero                               | el subterráneo               |
|                             | <u>quisiera</u> , plus a variety of infinitives |                              |
|                             | <u>busco</u> , followed by a variety of items   |                              |
|                             | la habitación                                   | con baño, con ducha          |
|                             | caliente - fría (agua)                          | la aduana (customs)          |

Recognize:

|                      |                                  |
|----------------------|----------------------------------|
| ¿ Cuánto tiempo?     | damas; caballeros (on restrooms) |
| el botones (bellhop) | la camarera (chambermaid)        |

Signs:

1. Prohibido fumar
2. Estacionamiento prohibido
3. No molestar

---

Category V - Dining Out

---

|                             |                                |                               |
|-----------------------------|--------------------------------|-------------------------------|
| Easiest<br>to<br>say        | la comida *                    | el vino *                     |
|                             | el menú *                      | la leche *                    |
|                             | la cena *                      | el café * (café con leche * ) |
|                             | la cuenta *                    | el pan *                      |
|                             | el agua *                      | los huevos *                  |
|                             | los tacos *                    | el jugo *                     |
|                             | los tamales *                  | la mesa *                     |
|                             | las tortillas *                | el queso *                    |
|                             | los perritos * (hot dogs)      | hamburguesa *                 |
|                             | bebida                         | almuerzo                      |
| More<br>difficult<br>to say | desayuno                       | Quiero comer.                 |
|                             | Tengo hambre.                  | Tengo sed.                    |
|                             | tortilla con huevos (omelette) |                               |

Recognition:

|                                           |                            |
|-------------------------------------------|----------------------------|
| el servicio (service charge)              | el cubierto (cover charge) |
| el recargo (surcharge)                    | las tostadas               |
| tortilla a la francesa - omelette (Spain) |                            |
| guacamole                                 | cafetería                  |

NOTES: 1. Reading knowledge of names of common foods found on menus.

There are regional differences in foods in all parts of Latin America.

2. Reading knowledge of menus from local Spanish and Latin American restaurants.

3. Names of eating utensils.

4. The Berlitz texts (Spain and Latin America) contain numerous names of foods, dishes, and beverages. Teacher and students decide which names they will learn to say or recognize.

—————→ Consult Berlitz texts: Latin American Spanish, pages 34-63;  
Spanish for Travelers (Spain) 40-64. Types of restaurants, pages 34-35;  
40-41 respectively.

-----  
Category VI and VII - Traveling Around; Sight-seeing; Money Matters  
-----

|                      |                        |                               |
|----------------------|------------------------|-------------------------------|
| Easiest<br>to<br>say | ¿Dónde está ... ? *    | el carro * (el coche - Spain) |
|                      | el avión *             | el metro *                    |
|                      | el tren *              | el barco *                    |
|                      | el autobús *           | la foto *                     |
|                      | el taxi *              | Etc. See Category III and IV  |
|                      | ¿Cuánto cuesta? *      | Tengo prisa *                 |
|                      | la bicicleta *         | el toro *                     |
|                      | la plaza *             | el cine *                     |
|                      | el rancho * (Mexico)   | el banco *                    |
|                      | el dinero *            | el peso -(Mexico)             |
|                      | el dólar - Puerto Rico | la peseta - Spain             |
|                      |                        |                               |
|                      |                        |                               |
|                      |                        |                               |

|                       |                            |                                       |
|-----------------------|----------------------------|---------------------------------------|
|                       | a la derecha *             | a la izquierda *                      |
| More difficult to say | la plaza de toros - torero | el baile; bailar. ¿Quiere Vd. bailar? |
|                       | la oficina de cambio       | el/un cheque personal                 |
|                       | la iglesia                 |                                       |

Recognition:

|                                             |                                    |
|---------------------------------------------|------------------------------------|
| ferrocarril                                 | aeropuerto                         |
| periódicos, revistas, libros                |                                    |
| sacar fotos                                 | museo                              |
| parque                                      | ocupado                            |
| el asiento (seat)                           | el cabaret - cantina (night clubs) |
| el pesero - Mex. city - taxi with bus route |                                    |
| derecho - straight route ahead              |                                    |
| auto-stop - hitch-hiking (not recommended)  |                                    |
| la corrida de toros                         | el vaquero                         |

Signs:

|                         |                                |
|-------------------------|--------------------------------|
| Apaguen los cigarros    | Salida (Exit)                  |
| Abrochen los cinturones | Entrada (Entrance)             |
| Parada de autobús       | Entrada libre - Free admission |
|                         | Prohibido hacer camping        |

—————→ Consult Berlitz text, pages 65-92; 135-137.

-----  
Category VIII - Sports  
-----

|                |              |            |
|----------------|--------------|------------|
| Easiest to say | la piscina * | la playa * |
|                | la pelota *  | jai alai * |

|                             |                                        |                      |
|-----------------------------|----------------------------------------|----------------------|
|                             | el charro (cowboy - Mexico) *          | el fútbol (soccer) * |
|                             | el beisbol *                           | Quiero nadar. *      |
|                             | el mar *                               |                      |
| More<br>difficult<br>to say | torero                                 | la corrida de toros  |
|                             | aficionado (referring to bullfighting) |                      |
|                             | balón de cesta (basketball)            | juego                |
|                             | equipo (team or equipment)             |                      |

Recognition:

|                             |                                                         |
|-----------------------------|---------------------------------------------------------|
| matador                     | sol o sombra - sun or shade,<br>referring to bullfights |
| agua caliente               | el velero - sailboat                                    |
| la barca de remos - rowboat | el beisbolista                                          |
| el futbolista               | el campo de golf                                        |

Signs:

Playa particular (Private beach)

Prohibido bañarse (No bathing)

—————→ See Berlitz text, pages 85-92.

-----  
Category IX - Shopping  
-----

|                      |                                            |               |
|----------------------|--------------------------------------------|---------------|
| Easiest<br>to<br>say | ¿ Tiene Vd.... ? *                         | ¿ Hay ... ? * |
|                      | (más) barato *                             | caro *        |
|                      | la música *                                | los discos *  |
|                      | la ropa *                                  | el piso *     |
|                      | colors * (azul, rojo, blanco, negro)       |               |
|                      | Sizes of clothing (See Berlitz, page 111.) |               |

|                             |                                  |                      |
|-----------------------------|----------------------------------|----------------------|
|                             | Es todo, gracias. *              | Nada más, gracias. * |
|                             | Me gusta. *                      | Esto/ eso *          |
|                             | ¿ Cuánto es... cuesta... vale? * |                      |
| More<br>difficult<br>to say | ¿ Puede ayudarme?                | el supermercado      |
|                             | No me gusta...                   | el recibo            |
|                             | Quiero hacer compras.            |                      |

Recognize:

Tienda de zapatos, comestibles, etc.

almacén

zapatería

joyería

lavandería (automática - laundromat)

librería

articles of clothing

el cajero(a) (cashier)

Signs:

Names of items of apparel as they appear in department stores

Arriba; abajo; primer piso, etc.

NOTE: Both pilot classes were able to control orally most vocabulary for clothing and to recognize names in print. Metric system of weights should be studied.

—————→ See Berlitz, pages 97-128; 133.

-----  
Category X - Services  
-----

|         |                           |             |
|---------|---------------------------|-------------|
| Easiest | el policía * (policeman)  | el cambio * |
| to      |                           |             |
| say     | la policía * (the police) | el cheque * |
|         | los dólares *             | pesos *     |

|                             |                                                                           |                                        |
|-----------------------------|---------------------------------------------------------------------------|----------------------------------------|
|                             | el billete * (money bill)                                                 | el boleto * (ticket)                   |
|                             | el correo *                                                               | el telegrama *                         |
|                             | el teléfono *                                                             | mandar *                               |
|                             | Quiero mandar ... *                                                       | la radio *                             |
|                             | la televisión *                                                           | el hospital *                          |
|                             | aspirina *                                                                | Me duele ... *                         |
|                             | el dentista *                                                             | el doctor *                            |
| More<br>difficult<br>to say | la oficina de cambio                                                      | el médico                              |
|                             | planchado-limpiado                                                        | la medicina                            |
|                             | las estampillas                                                           | (los sellos - Spain)                   |
|                             | el buzón (mailbox)                                                        |                                        |
|                             | <u>Recognition</u>                                                        |                                        |
|                             | el salón de belleza                                                       | la lavandería                          |
|                             | el barbero-peluquero                                                      | guía de teléfonos (directory)          |
|                             | Correo y Telégrafos (Post offices marked in this way in Mexico and Spain) |                                        |
|                             | vía aérea                                                                 |                                        |
|                             | <u>Signs</u>                                                              |                                        |
|                             | No Doblar (Do not bend)                                                   | Prohibida la entrada ... prohibido ... |
|                             | Abierto - Cerrado                                                         | ¡Cuidado!                              |
|                             | ¡Veneno!                                                                  | Caja (Cashier)                         |
|                             | No tocar                                                                  | Ocupado                                |
|                             | Damas/ Caballeros (on rest rooms)                                         |                                        |
|                             | Aviso (Notice)                                                            | Baños (Toilet)                         |

→ Consult Berlitz text, pages 135, 136; 138-141; 162; 97-128.

-----  
Category XI - Car Information and Driving  
-----

Learn comparison of kilometers and miles and liters and gallons.

|                             |                                  |                               |
|-----------------------------|----------------------------------|-------------------------------|
| Easiest<br>to<br>say        | el mapa *                        | la gasolina *                 |
|                             | la (una) emergencia *            | el carro * (el coche - Spain) |
|                             | el accidente *                   | el garaje *                   |
| More<br>difficult<br>to say | tarjeta de crédito               | Mi carro no marcha.           |
|                             | el aceite                        | la licencia                   |
|                             | manejar (Latin America)          | conducir (Spain)              |
|                             | la llanta se reventó (flat tire) | derecho (straight ahead)      |
|                             | la izquierda                     | la derecha                    |

Recognition

|                         |       |
|-------------------------|-------|
| lejos                   | cerca |
| la estación de servicio |       |

—————→ See Berlitz pages 151-158 for engine parts.

(el) carnet de conducir - (Spain) "carnet" spoken as in French

Signs

|             |                 |
|-------------|-----------------|
| Alto (Stop) | Estacionamiento |
| Peligro     |                 |

Verbs for parking

|                         |                              |
|-------------------------|------------------------------|
| estacionar              | cuadrar                      |
| aparcar (Spain)         | Prohibido estacionar         |
| Autopista (highway)     | Pare (Stop)                  |
| Sentido Unico (one way) | el tráfico or la circulación |

NOTE: The Berlitz Latin American text contains an extensive repertoire of phrases and advice for driving in a Spanish-speaking area, pages 142-159. Pages 160-161 contain the road signs prevalent in Mexico. The text Berlitz Spanish for Travelers (Spain) contains the international road signs (no words), pages 160-161.

---

Category XII - Holidays and Festivals

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|                                     |                            |                                     |
|-------------------------------------|----------------------------|-------------------------------------|
| Students<br>should<br>try to<br>say | la fiesta *                | Navidad *                           |
|                                     | Feliz Navidad *            | El año nuevo *                      |
|                                     | Buen año *                 | las posadas * (Mexico - Dec. 16-24) |
|                                     | Los Reyes Magos * (Jan. 6) |                                     |

Recognition

la Semana Santa (Spain especially)

Festivals for Saint's Days (El día del santo)

Fiesta de San José (March 19)

Fiesta de San Juan (June 24)

NOTE: Puerto Rican towns have a patron saint. On such a day there is a large festival which is mostly secular.

Also in Puerto Rico:

Las parrandas - 9 days of secular festivities during Christmas season

Pablo Casals Festival - May 5

Mexico

Birthday of Benito Juárez - March 21

el dieciséis de septiembre (Sept. 16) el día de la Independencia

La Virgen de Guadalupe - Dec. 12

Throughout Latin America

Carnaval (carnival before Lent)

El Día de la Raza (Columbus Day, Oct. 12)

El Día de todos los santos - Nov. 1 (also Spain)

Spain

Most holidays in Spain have religious orientation.

See Teaching for Cross-cultural Understanding (professional book  
pages 98-100. in each school)

Some best known Spanish popular songs:

Recognize when heard

Cielito Lindo

La Cucaracha

El Rancho Grande

Amapola

Christmas Carols

Dances

merengue (Puerto Rico)

jarabe tapatío (Mexico)

paso doble

flamenco (Spain)

bullfight music

tango

bolero, etc.

Suggestion: Teacher may use the source materials of the sequential program  
to obtain further information.

-----  
Category XIII - Spanish Words Used in English  
-----

To show relationship of Spanish to English

Spanish is related to American English through the historical role played by the Spanish explorers as they settled America, particularly the West and Southwest and Florida, and through the fact that the Southwest was part of Mexico before the Mexican War.

Geographic names and their meanings

|               |                |
|---------------|----------------|
| Florida       | Los Angeles    |
| San Francisco | San Diego      |
| Sierra Nevada | Amarillo, etc. |

Words

|            |                 |
|------------|-----------------|
| lasso      | armada          |
| canyon     | junta           |
| caballero  | chili con carne |
| mesa       | sierra          |
| pronto     | lariat          |
| aficionado |                 |

Encourage students to investigate and add to lists. Teach students to use derivative section in dictionary entries.

-----  
Common adverbs of time and place  
-----

|                                  |        |            |          |           |      |
|----------------------------------|--------|------------|----------|-----------|------|
| To say<br>and<br>under-<br>stand | aquí * | ¿Cuándo? * | ¿Cómo? * | To        | ayer |
|                                  | allá * | ¿Cuánto? * | hoy *    | recognize |      |
|                                  | allí * | mañana *   |          |           |      |

-----

Common expressions to say and/or recognize  
-----

¡Bueno! (Also used in Mexico in answering telephone)

Adiós.

¡Caramba!

Lo siento.

¡Qué barbaridad!

Válgame Dios.

Ay, bendito.

un momento

¡Qué lástima!

Dios mío

a la orden (at your service)

... ssst (Used in Latin America to attract a person's attention. Not to be offended by it.)

---

#### Expressions to avoid

---

- 1) Soy americano(a): When traveling in Latin America, Latin Americans consider themselves American also (las Américas - Norte y Sur).
- 2) In Puerto Rico do not refer to yourself as "americano(a)" since Puerto Ricans are U.S. citizens too. Say Soy de los Estados or Soy del continente.
- 3) Avoid a condescending "gringo" attitude in Latin America.

## CONTENT AND MATERIALS

### Cultural

#### Aspects of Culture - HISPANIC

Latin America is not one country. Some countries of Latin America differ from one other culturally almost as much as they differ from the United States, e. g., Mexico and Argentina, and they all differ from Spain.

Each country has its own standard dialect of the Spanish language, as well as non-standard dialects, a phenomenon analogous to the English of Britain and that of the United States, or of Australia. There is also Brazil whose language is Portuguese.

In spite of numerous cultural differences among the Spanish-speaking countries, there is a Hispanic culture, encompassing a commonality of heritage, outlook, customs, language, etc. In some there are important Indian subcultures.

Students should become aware of this kaleidoscopic nature of the Hispanic world. People from the United States tend to travel most frequently to Spain, Mexico, and Puerto Rico. This course should be geared to these three areas, with the understanding that the other countries of Latin America and the Caribbean can be investigated if student interests warrant, particularly through individual and small group projects. An important area for investigation is the Spanish-speaking people of the United States, such as Chicanos and Puerto Ricans.

→ Teacher should draw from the basic texts and supplementary readers of the sequential program for cultural information. The texts Español a Descubrirlo and Español a Sentirlo contain a wealth of such materials, as well as the Spanish Guide for upper levels.

NOTE: Should there be students in the class who have studied the language, they could help interpret this material for the class.

This course does not propose to deal with Hispanic culture in depth; it should acquaint students with some of the major aspects. An approach proposed herein is that there should be cultural projects in progress

concurrently with each of the Linguistic Categories. These categories, then, can be incorporated into larger cultural themes.

See upper level Spanish Guide, pages 219-229 for books on Latin American culture available in English at the Prince George's County Memorial Library Branch, and books available in school libraries, fiction and nonfiction.

Examples of cultural units integrated with the linguistic categories

(not exhaustive)

A. CITIES OF THE SPANISH-SPEAKING WORLD

| Pertinent linguistic categories being taught       | Arrival<br>Dining out<br>Shopping; services<br>Sightseeing<br>Accommodations<br>Time and numbers | Pertinent cultural categories | Geography<br>History<br>Sister cities (with U. S.)<br>Popular customs<br>Comparisons and contrasts (with one another and with U. S. cities)<br>Buildings<br>Monuments<br>Theatre<br>Architecture<br>Museums<br>Industries<br>Parks, restaurants, places of recreation, etc. |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| →                                                  |                                                                                                  | →                             |                                                                                                                                                                                                                                                                             |
| Mexico City - Vera Cruz<br>Guadalajara - Monterrey |                                                                                                  |                               |                                                                                                                                                                                                                                                                             |
| San Juan - Ponce - Mayagüez                        |                                                                                                  |                               |                                                                                                                                                                                                                                                                             |
| Madrid - Barcelona - Seville - Toledo              |                                                                                                  |                               |                                                                                                                                                                                                                                                                             |
| Contrast items in right column above.              |                                                                                                  |                               |                                                                                                                                                                                                                                                                             |

B. FOODS

| Pertinent linguistic categories | Dining out<br>Money<br>Accommodations<br>Shopping<br>Names of foods used in English | Pertinent cultural categories | Cuisine of Mexico; Puerto Rico; Spain<br>Food plants, e. g., vanilla bean<br>Spices<br>Tropical fruits<br>Beverages<br>Aspects of food industry<br>Mexican restaurants vs. American<br>Hispanic eating habits (8 - 10:00 dinner hour)<br>Siesta<br>American foods and beverages popular in Hispanic countries |
|---------------------------------|-------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| →                               |                                                                                     | →                             |                                                                                                                                                                                                                                                                                                               |
|                                 |                                                                                     |                               |                                                                                                                                                                                                                                                                                                               |

NOTE: Students should thoroughly familiarize themselves with some extreme contrasts between Hispanic and American foods, particularly Mexican.

See school library for: Time-Life Series - Caribbean Cooking;  
Cooking of Latin America; Cooking of Spain.

### C. COUNTRIES AND REGIONS

|                                 |                                                                                                                                                   |                               |                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories | Arrival<br>Traveling around<br>Car information<br>Accommodations<br>→ Money exchange<br>Holidays - festivals<br>Sightseeing<br>Time<br>Dining out | Pertinent cultural categories | Geographic names<br>History<br>Organization of American States (OAS)<br>→ Pan American Union<br>Famous persons<br>Puerto Rico - U.S. relationship<br>Concept of time<br>U.S. - Hispanic contrasts<br>Latin American - U.S. relationships<br>Industries<br>Government and politics<br>Communications<br>Customs, legends, folklore by country |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### NOTES:

- 1) Emphasis on Mexico, Puerto Rico, Spain; others by group or individual interest.
- 2) Holidays and festivals for each country studied.
- 3) Spanish family names. Example: José Ramón López y Fuentes. The first surname is that of the father; the second, of the mother. Example: Señorita Luisa Ruiz y Romero. Upon marrying, she drops Romero and becomes Señora Luisa Ruiz de Carrillo.

### D. THE ARTS (Emphasis on contemporary)

|                                 |                                                        |                               |                                                                                                                                                                                                                                                                            |
|---------------------------------|--------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pertinent linguistic categories | Sightseeing and entertainment<br>Traveling around<br>→ | Pertinent cultural categories | Music, including popular<br>Contemporary youth singers<br>Songs and dances<br>Films and plays<br>Authors<br>Paintings and painters<br>Ballet<br>Theatre, opera, TV<br>Fiction<br>Children's literature and theatre<br>Famous performers, e.g.,<br>Pablo Casals, Cantinflas |
|---------------------------------|--------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

NOTE: The teacher, as resource person, should translate for the class materials found in the texts and reference works of the various levels in the regular program.

## E. SPORTS

See sports under linguistic categories.

Pertinent  
cultural  
categories



Games popular with youth,  
e. g., soccer, baseball  
(Latin American baseball  
players, especially Puerto  
Rican and Mexican)  
Bullfighting  
Jai alai  
Basketball

## F. THE SPANISH IN THE UNITED STATES

### Part I - Historical

Explorers, conquistadors

NOTE: When sightseeing in Spain, Puerto Rico and Mexico, students should be aware of their historical link with our country through such individuals as Columbus, Ponce de León, Cortez; through the Spanish expressions and place names; and the Spanish cultural elements in our Southwest, which was part of Mexico.

### Part II - Contemporary

The nature and aspirations of the Spanish-speaking population within the United States, particularly Chicanos and Puerto Ricans.

See Unit on Mexican Americans (in English) in upper level Spanish Guide, pages 243-334; Events in the History of Puerto Rico (in every school); Gotas Históricas de Puerto Rico, for teacher use, available from the Commonwealth Office of Puerto Rico, Washington, D. C.; The Puerto Ricans, Christopher Rand, Oxford University Press, New York (in all senior high schools).

\* \* \* \* \*

Other cultural studies are possible according to group or individual interests. See pages 24 and 25 of Spanish Guide for upper levels. Examples are countries such as Argentina, Chile; machismo; Fidel Castro, etc.

## MATERIALS - Linguistic and Cultural - SPANISH

The pilot classes utilized through adaptation many of the materials already available to the foreign language department, or in the school library. The list of materials follows, including items purchased especially for the course.

### Books or Booklets

1. Berlitz, Latin American Spanish for Travelers, Crowell, Collier and Macmillan, 1972 (one copy per student; several copies per class and accompanying record). Text with cassettes available in bookstores.
2. Berlitz, Spanish for Travelers (Spain). One copy for the teacher.
3. Teaching for Cross-cultural Understanding. North Carolina State Department of Education, Raleigh, N. C., (professional book in school for students and teacher).
4. Time-Life Series on countries (school library). Good cultural companion-piece to the Berlitz text or phrases. Also same series: Cooking of Caribbean; Spain and Portugal; and Latin America (school library).
5. Spoken Spanish for Students and Travelers. D. C. Heath (provided)
6. Getting Along South of the Border. Wible Language Institute (provided)
7. The Americas, by Hillyer and Huey. Meredith Press (school library) or New York, N. Y. Contact Media Center in Bladensburg for information or cost.
8. Let's Travel in Spain. Geis, Children's Press, Inc., Chicago, Ill. (School library or check Media Center in Bladensburg for information)
9. Booklets from Pan American Union, Organization of American States (OAS), Office of Commonwealth of Puerto Rico, embassies.
10. Events in the History of Puerto Rico (in all schools).
11. Upper level Spanish Guide.
12. Ramsey - Reference Grammar, Appendix (names and forms of address), language department.
13. Catorce Personas Lindas, Educational Systems Corporation, 1750 K St., N. W., Washington, D. C. 20006 (Mexican Americans).

### Filmstrips

1. Berlitz Pathescope Series: Lessons 1, 2, 4, 5, 10, 12, 21, dealing with trip to Mexico (in language department).
2. El Mundo Hispánico. Filmstrips on Hispanic countries, with script booklet and tape. One side of tape recorded in English. (In language department)
3. Un Viaje por México, with script in English and Spanish. (In language department)
4. National Geographic Society - set on Spain and Portugal (school library)
5. Minorities Have Made America Great (school library). Concerns Puerto Ricans on the mainland and Mexican Americans.

### Films

1. Embassies, airlines, etc.
2. Materials Center. \*PRE-ORDER EARLY IN SEMESTER  
Examples:  
#2499 - Changing Face of Franco Spain  
#2331 - Danzas Regionales de España  
#3003 - Hemingway's Spain (bullfighting)  
#930 - Cuban Crisis  
#2705 - Cortez and the Legend  
Numerous others in Social Studies; also some cross-referenced under Foreign Languages in catalog.  
SEE SCHOOL A-V COORDINATOR.

### Discs

1. See Item 1 under Books above.
2. Getting Around in Spanish - disc and script (phrases)

### Non-projected Visuals

1. Posters and other materials from restaurants, embassies, airlines, menus and other forms of realia.
2. Holt Flashcards for vocabulary (in all schools).
3. Flashcards and transparencies made by students and teacher for reviewing phrases, etc

### Other Resources

1. Guest speakers from community; students or teachers in the school who are native Spanish-speaking.
2. Fiction and nonfiction works in school library.
3. Periodicals and newspapers from Mexico, Spain, etc. (for teacher use and information).
4. Travel agencies.
5. Local theatres showing Spanish films (Teatro Ontario, Teatro Takoma).
6. Field trips by class, and by individual students on their own on non-school days.
7. Puerto Rican Research and Resources Center, 1519 Connecticut Avenue, N. W., Washington, D. C.

## METHODOLOGY

A student-centered approach with teacher-pupil planning is advocated, utilizing units based on broad cultural themes, as presented in the preceding section of this guide. For a graphic representation of the principle of student-centered teaching, see this section, page 54.

Various linguistic categories, as previously presented, should be incorporated into the units. Certain linguistic categories may be relevant to a number of cultural themes; in keeping with the principle of re-entry, certain phrases may be "re-entered" and reviewed in other contexts. For example, the phrases pertaining to cars and driving may be appropriate under Cities, Countries and Regions, Sports, etc. Conversely, any phrases not closely related to the current cultural theme, but which are unquestionably necessary for the traveler, should be taught.

### Suggestions for the teacher of the travel course

#### Linguistic and Cultural

1. Have students keep a notebook in the course for both linguistic and cultural material to be remembered. Present an overview of the course at the beginning. Take a pragmatic view, stressing the practical and useful, actual travel situations, i. e., "You are on a plane, about to land in Paris. What do you need to know?" "You are in a restaurant in Mexico City. What are some Spanish expressions or words which would be helpful?" "You are about to go on a trip to Spain. How would you go about making plans? What knowledge about Spain might help make your trip more enjoyable?"
2. Ascertain whether any students are actually planning to take a trip. Capitalize on this fact.
3. Utilize any students in the class who have had the foreign language or who are currently enrolled. They can help students with pronunciation and also play the part of "native speaker" in simulated situations.

4. Use minipac and culture capsule technique as one way of providing for individual cultural study. A culture capsule may be described as an information packet or sheet contrasting the American and foreign aspect of one cultural phenomenon. (Example: Grocery shopping in U.S. and in France; weddings in U.S. and in Latin America. A minipac or learning activity packet (LAP) can be a set of worksheets with tasks for the student to do. It can include viewing of A-V materials as part of the task, listening to a tape, etc., in addition to reading tasks. It should contain some type of self-correcting test. Also the teacher should have a test (not in packet) which student asks to take on completion of the pac. Not all the materials to be used need be in the packet. The student is told on the worksheets where certain materials are located.)

5. Use the unit approach with large and small interest groups.

6. Use the contract approach when appropriate. The unit, the minipac, and the contract approaches can be simultaneously employed. Reports and panel discussions can be a part of any approach.

7. Use simulation (role-play) in cultural/touristic situations. Encourage students to plan and introduce reports and other activities.

8. Try to obtain pen pals for interested students (youngsters in the foreign countries who are studying English). See page 78, upper level French guide for sources of pen pals.

9. Provide opportunities for the students to actually prepare some of the representative dishes of the foreign countries.

10. Utilize the filmstrips in the language department in addition to those available in library. For those which are not accompanied by recorded narrations, provide commentary while showing them. The pilot teachers also tried using the foreign narration while the students had the English script before them. This was followed by a discussion of the content. This procedure may help the students "grasp the flavor" of the foreign language, without actually understanding most of the words.

NOTE: The Berlitz Pathescope sets deal specifically with traveling to the foreign country. Though some frames may appear out of date (early 1960's) to students because of such things as car models and skirt lengths, the vocabulary, the situations, and the places are authentic. Discuss this point with the students; determine through discussion which aspects of frames still apply. Include orientation toward cultural contrasts.

11. Arrange field trips to local places of interest such as Pan American Union; French market; French plays given in English in local theatres; foreign films with English subtitles, e.g., Circle Theatre, Teatro Ontario or Takoma; Mercado panamericano, Takoma Park; French, Spanish and Latin American restaurants.

### Suggestions for teaching words and phrases

(Refer to discussion on objectives in first section of this guide.)

1. Decide whether the item will be taught for oral control, understanding when heard, reading recognition, or all three. (The objective can be modified according to individual abilities.)
2. For teaching for oral control:
  - a. Use conventional audio-lingual techniques judiciously and cautiously. Present item in various contexts rather than in successive repetition in the same context. Most repetition should be accompanied by some type of visual representation such as flashcards like the Holt or teacher-made flashcards; usually the printed phrase should be in view of the student. Also have students make their own self-helping devices which they can use with one another, e. g., student-made flashcards, cartoon type drawings, mounted photographs, or magazine cut-outs.
  - b. Use forward or backward buildup if it appears to be successful. No long sentences should be attempted (more than four words).
  - c. Have students learn alphabet of the language and the sound transcripts as they appear in a travel book such as the Berlitz text. Teach them to use this text or one like it to learn to pronounce expressions that are new to them, hence to use this book as a tool in an actual travel situation.
  - d. Students should copy phrase into their notebooks after it has been taught.
  - e. Associate the words with English cognates when possible.
  - f. Teach students to use recording booths in language lab; practice should be in short sessions.
3. Do not require pronunciation of words or phrases being taught for listening comprehension or recognition only. Use many visuals and realia.
4. Point out to students any forms of punctuation different from English.
5. Have students organize the linguistic section of their notebook alphabetically and bilingually, i. e., English section and foreign language section. Each item to be remembered is entered in both sections.

Suggested operating procedures for class sessions

- PHASE I . Oral practice of phrases designated for oral control  
(short segment)  
Teacher-directed with some or all  
More able students may be in recording booths  
or with tape recorder or phonograph with jackbox  
Groups for study of recognition material
- PHASE II . Interest groups investigating cultural topics. (Have  
materials available in class; some could be in library  
or media center.)
- PHASE III . Some type of cultural reporting, discussion (student-  
led at times), panels, role-play. (Establish procedures  
with class for these activities.)
- PHASE IV . Assessment  
          . Quizzes, tests  
          . Evaluation discussions  
          . Planning

Phases I and II - daily

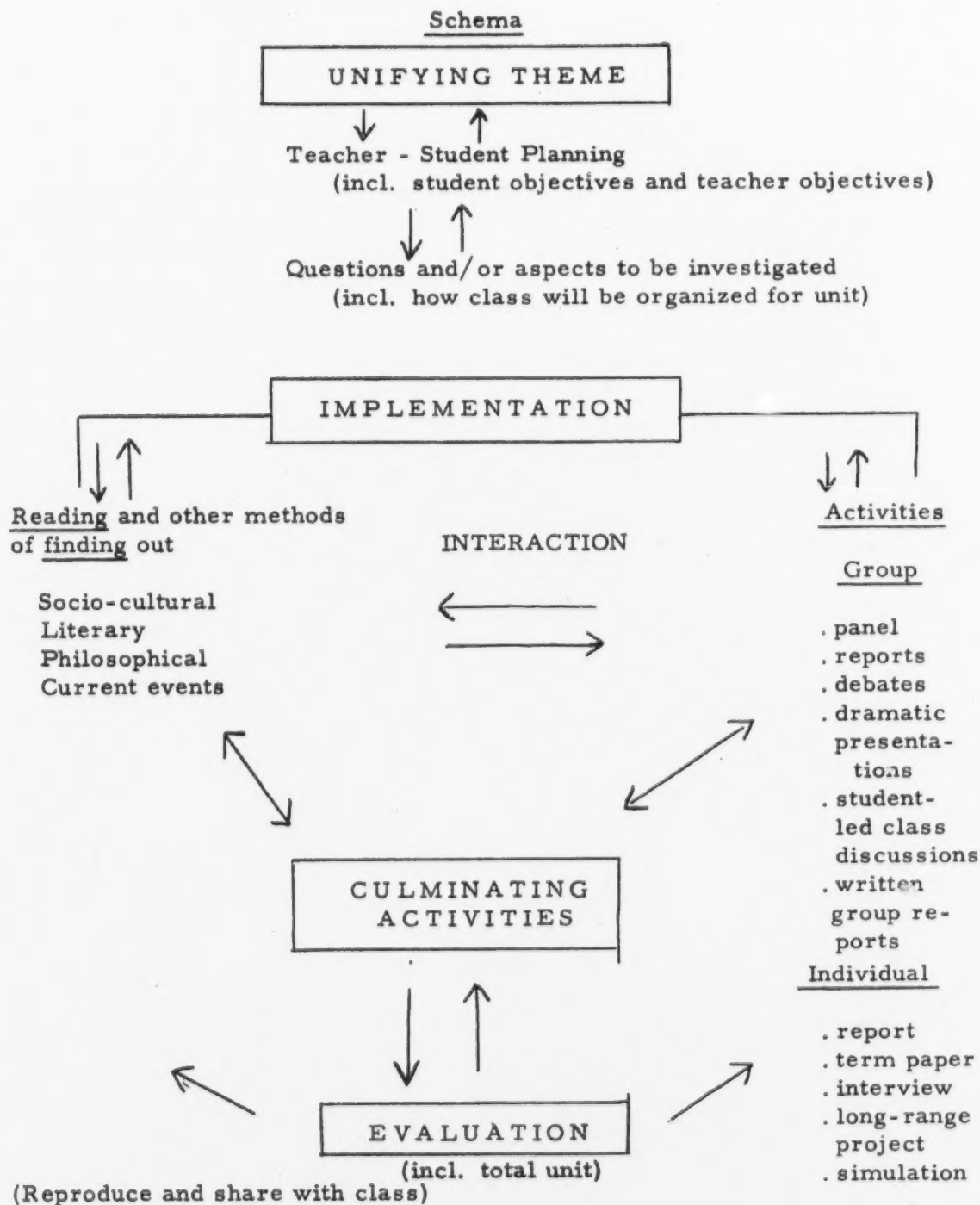
Phase III - several times weekly

Phase IV - weekly; quizzes several times weekly

Some students, with the teacher, could prepare lists of materials or collect material to be used as sources, as part of their class projects. One example is investigating the fiction and nonfiction books in the school library which concern the culture of the country, or building a collection of newspaper and magazine articles and pictures.

NOTE: The teacher should study the schema on student-centered teaching which follows, the Elaboration of Schema which accompanies it.

## TEACHING BY STUDENT-CENTERED UNITS



## ELABORATION OF SCHEMA

1. Principle should be established that all are responsible for recalling certain designated portions of reports other than their own. The teacher should summarize for the class or "bring together" the main points of each report, pointing out important concepts or facts.
2. Students should receive a number of grades during unit.
3. An important part of Evaluation is student discussion of weak and strong points of the unit as they carried it out. They might ask themselves: How well did we accomplish the tasks we set for ourselves? How well did we resolve the questions asked in the beginning?
4. Students and teacher should evaluate student reports in terms of effectiveness. Reporters should be required to use visual supports, e. g., drawings, pictures, overhead, filmstrips, a source book -- and a minimum amount of notes.
5. Standard operating procedure for reporting should be evolved with the students. For example, it is better if the reporter prepares a group of questions for the audience to listen for. These questions might be written on board, or on transparency. The questions are discussed after the report, with student leading discussion.

The treatment of errors in oral reporting should be agreed upon. An effective technique is the following:

The teacher takes notes on errors during report -- as inconspicuously as possible -- and hands the student the notes after his report. Teacher reproduces errors from all reports (no names) and discusses them with class the following day. The most glaring errors should be discussed with the class during the summarizing period.

## TESTING

### Words and Phrases

As stated in this guide on pages 9 and 10, words and phrases should be tested according to the objective designated for the items when they were taught. Students should not be required to write from memory any item in the foreign language except names. Cautions: Pilot teachers found they were inclined to make tests too difficult for this type of course. No test should last entire class period.

On all tests students should be told the level of performance expected for passing. Students should be permitted to re-take tests they have not passed, after an interval of further study.

Frequent quizzes are necessary for feedback. They should be short. Some quizzes can take the form of team competitions resembling "spelling bee," or other games.

Speaking Tests: The following procedure is suggested:

- . Have short oral quizzes during week on words and phrases being taught. Students are called upon quickly to give the foreign expression for the English given. Flashcards can be used;
- . or, while teacher is testing individuals, others are working on their own or in small groups on cultural or linguistic matters;
- . or, teacher could prepare test tape and have students at recording booths responding. The teacher could monitor each of these students; in the language laboratory he could record a portion of each student's recitation by placing a blank tape on channel #1, placing it in record mode.

Example of such a taped test: Give the French (Spanish) equivalent of: \_\_\_\_\_, \_\_\_\_\_, etc., with pause for each student reply.

NOTE: Pronunciation should not be held to Level I standard but to a criterion of comprehensibility.

#### Listening Comprehension Tests:

In teaching phrases and words for listening comprehension, it is desirable, in this course, to have the printed form before the student in the beginning.

If the aim is listening comprehension (versus reading recognition), then the printed form is removed at some stage of the learning.

Hence, listening comprehension tests should be of the following types:

- . Students hear an item and they are to encircle the meaning among a group of meanings given.
- . Students hear an item and they copy the correct form from a list on the board or paper.
- . Students hear an item and they are to write the English meaning.
- . A game-type quiz might be the following:

The teacher (or student leader) gives a certain word or phrase, e. g., el agua. Student called upon must perform some action to show he understands such as throwing head back as if drinking.

—————> Teacher should encourage students to create games of various kinds to help class members learn the phrases.

#### Reading Recognition Tests:

Multiple choice or matching tests are useful in testing reading recognition of signs, street directions (left, right, etc.), schedules etc. Again, have students devise games to quiz one another, including social or touristic situations:

"You have rented a car in Paris. You are stopping at a restaurant. You have just stepped out of your car and you see the sign: Stationnement Interdit. Tell what it means."

Students might take turns copying phrases on overhead projector and calling on individuals to give meanings.

### Culture

Tests should evolve from the content of the cultural units and projects in which the class engages. Only material agreed upon for retention should be used in tests.

Tests can be multiple choice, matching, essay, completion, true-false. See Objectives, page 9.

NOTE: In the affective domain, teacher might prepare an attitudinal survey concerning the language and culture which the students fill out at the beginning of the semester; at the end of the semester the survey forms are returned to the students, asking them, if they wish, to make any changes in their replies as a result of the course.

### Sample Tests - DuVal Senior High School Pilot Classes

Before the French test below is given, the students should have learned its two components through separate exercises:

- a) understanding time of day when it is stated in French
- b) relating 24-hour clock to conventional clock

### Sample One

(Medium degree of difficulty)

### Listening Comprehension - 24-hour clock

In front of you is a schedule of plane arrivals from various cities. You will hear a series of sentences, each one stating the time of a plane's arrival at the airport. By matching the time stated in the sentence with the corresponding time in the schedule, you are to determine which city each plane is coming from. Write the number of the sentence in the space next to the appropriate city. For example: You hear - L'avion arrive à deux heures moins dix. You see that deux heures moins dix is the same as 13 h 50, which is the plane from Marseille. So you put number 1 next to Marseille. Let's begin.

| Arrivée   |        |   |  |          |        |
|-----------|--------|---|--|----------|--------|
| Marseille | 13h 50 | 1 |  | New York | 19h 20 |
| Toulouse  | 14h 02 |   |  | Berlin   | 19h 30 |
| Lyon      | 16h 40 |   |  | Rome     | 20h 15 |
| Oslo      | 17h 45 |   |  | Genève   | 20h 55 |
| Bordeaux  | 18h 10 |   |  | Madrid   | 22h 10 |
| Nice      | 19h 02 |   |  | Munich   | 23h 40 |

### Sample Two

Easy

Match the item you might want to purchase with the store where you would find them.

- |                         |                  |
|-------------------------|------------------|
| _____ 1. cough medicine | A. le coiffeur   |
| _____ 2. books          | B. le kiosque    |
| _____ 3. newspaper      | C. la pâtisserie |
| _____ 4. cake           | D. la pharmacie  |
| _____ 5. haircut        | E. la librairie  |

Etc.

### Sample Three

Easy

Match the following items with their names in French:

- |                       |                      |
|-----------------------|----------------------|
| _____ 1. raincoat     | A. écharpe           |
| _____ 2. shoes        | B. ensemble-pantalon |
| _____ 3. bathing suit | C. imperméable       |
| _____ 4. scarf        | D. chaussures        |
| _____ 5. pants suit   | E. maillot de bain   |

Etc.

Sample Four

Easy

Match the following words you might find on a menu in a French restaurant with their English equivalents.

- |                           |                            |
|---------------------------|----------------------------|
| _____ 1. choucroute garni | A. roast chicken           |
| _____ 2. pommes de terre  | B. sauerkraut with sausage |
| _____ 3. poulet rôti      | C. potatoes                |

Etc.

Sample Five

Identify the following French specialities:

- |                 |               |
|-----------------|---------------|
| Quiche Lorraine | Vichyssoise   |
| Croque Monsieur | Bouillabaisse |

Etc.

Sample Six

- \_\_\_\_\_ 1. For breakfast, French people eat A) bacon & eggs B) toast & milk  
C) hot cereal, like oatmeal D) bread with butter & jelly
- \_\_\_\_\_ 2. Home phones are found less in France than in the U.S. To make a  
call many people go to A) the corner drugstore B) the post office  
C) a restaurant D) all of these

- \_\_\_\_\_ 3. When you arrive in France, you must go through Customs. The sign indicating Customs is A) Rez-de-chaussée B) Ascenseur  
C) Sortie D) Douane
- \_\_\_\_\_ 4. The valley of the Loire River is A) the bread basket of France  
B) the resort area C) famous for its spas D) the chateaux country
- \_\_\_\_\_ 5. The Pyrenees separate France from A) Germany B) Italy  
C) Spain D) Switzerland
- \_\_\_\_\_ 6. The national holiday of France, their Independence Day, is  
A) July 4 B) July 14 C) January 1 D) March 15

True or False

Etc.

- \_\_\_\_\_ 1. Belgium borders France.
- \_\_\_\_\_ 2. The French Revolution occurred after the American Revolution.
- \_\_\_\_\_ 3. Paris is a river port.
- \_\_\_\_\_ 4. Provence is in northern France.
- \_\_\_\_\_ 5. Every region of France has its own food specialities.

#### Sample Seven

(This can be given as listening comprehension by teacher giving questions aloud instead of having them printed on text.)

#### A. Circle the correct response.

- |                               |                                                  |
|-------------------------------|--------------------------------------------------|
| 1. ¿Cómo está Usted?          | 2. ¿Qué día es hoy?                              |
| a. Sí, señor.                 | a. Hoy es domingo.                               |
| b. Estoy bien, gracias.       | b. Hoy es sábado                                 |
| c. Sí, hablo español.         | c. Hoy es viernes.                               |
|                               | (Be certain the proper day of the week appears.) |
| 3. ¿De dónde es Usted?        |                                                  |
| a. Soy de los Estados Unidos. |                                                  |
| b. Me llamo Elena             |                                                  |
| c. Buenos días.               | Etc.                                             |

#### B. Fill in the blank with the correct answer.

1. It is 6 P.M. You would say to someone:  
Buenos días. Buenas noches. Buenas tardes. \_\_\_\_\_
2. It is 9 A.M. You would say to someone:  
Buenos días. Buenas noches. Buenas tardes. \_\_\_\_\_
- Etc.

C. Fill in the letter or number that identifies the place in the map.

1. \_\_\_\_\_ el Estrecho de Gibraltar      2. \_\_\_\_\_ Portugal

Etc.

Sample Eight

(Can be given as listening comprehension and/or reading recognition; for the former, numerals would not appear in print.)

Write in the numeral.

diez \_\_\_\_\_

trece \_\_\_\_\_

siete \_\_\_\_\_

Etc.

Sample Nine

Choose the correct answer.

1. You are in Madrid buying a suede coat and see a pair of boots to match, but you think they are too expensive. You want to say to the clerk that they cost too much. You would say: a) Estoy bien. b) caro c) barato
2. You are driving around looking for a parking space and think you have finally found one. But you are wrong because there is a sign that says:  
a) HACE FRIO b) SE PROHIBE FUMAR c) PROHIBIDO ESTACIONARSE
3. You are traveling around Spain and have been roughing it. You decide this time to get a room in a hotel with meals. You would say:  
a) Quiero un cuarto con comidas. b) Quiero un cuarto sin comidas.  
c) Quiero un cuarto con baño.
4. You are just about to light up at the movies. Then you see a sign that says NO SMOKING. In Spanish this is: a) SE PROHIBE FUMAR b) ESTOY UN POCO MAREADO c) MI COCHE NO FUNCIONA

Sample Ten

Match the Spanish word in column A with the English in column B.

- | <u>A</u>                         | <u>B</u>               |
|----------------------------------|------------------------|
| 1. ¿Cómo está Usted? _____       | a. one-way ticket      |
| 2. ¿De dónde es Usted? _____     | b. ladies room         |
| 3. ¡Cuidado! _____               | c. porter              |
| 4. Damas, señoras, mujeres _____ | d. How are you?        |
| 5. ¿Cuándo? _____                | e. Where are you from? |
| 6. un billete sencillo _____     | f. Be careful.         |
| 7. un mozo _____                 | g. When?               |

Etc.

### Sample Eleven

Teacher says:

1. ¡Cuidado! \_\_\_\_\_
2. Lo siento. \_\_\_\_\_
3. Escribalo, por favor. \_\_\_\_\_
4. ¡Qué lástima! \_\_\_\_\_

Student underlines correct meaning:

- a) Wednesday b) Look out; be careful.
- c) tomorrow d) Thank you.
- a) women b) good c) I am sorry.
- d) day
- a) Write it, please. b) men's room
- c) today d) Yes
- a) Why? b) Who? c) What a pity.
- d) How?

NOTE: The above could be a speaking test. The teacher gives the meaning; the student must produce the Spanish word or phrase if these were taught for oral control.

### Sample Twelve

Multiple Choice. Put the letter that is the correct answer in the blank.

- \_\_\_\_\_ 1. To find out how much something costs, you should say  
a) ¿Por qué? b) ¿Qué tiempo hace? c) ¿Cuánto es? d) ¿Cómo?
- \_\_\_\_\_ 2. If you choose arroz con pollo from the menu, you will get  
a) chicken and rice b) lobster c) peanut butter and jelly  
d) hamburgers and hotdogs
- \_\_\_\_\_ 3. El Prado is a) a museum b) castle c) university d) old age home
- \_\_\_\_\_ 4. Your plane leaves at 10:20 a. m. This is the same as a) las diez y cinco de la mañana b) las diez y cinco de la noche c) las diez y veinte de la noche d) las diez y veinte de la mañana.

### Sample Thirteen

Match the following, placing the letter that corresponds best from column B in the space provided next to the number in column A.

- | <u>A</u>                                | <u>B</u>                             |
|-----------------------------------------|--------------------------------------|
| _____ 1. religious fair or festival     | a. mixture of Mexican & white        |
| _____ 2. bullfight                      | b. musical conductor & cellist       |
| _____ 3. siesta                         | c. largest coffee producer           |
| _____ 4. Jerez de la Frontera           | d. mixture of Indian and Spanish     |
| _____ 5. Piña colada                    | e. corrida de toros                  |
| _____ 6. non religious fair or festival | f. feria                             |
| _____ 7. flamenco                       | g. Cuban political leader            |
| _____ 8. aficionado                     | h. fiesta                            |
| _____ 9. jai alai                       | i. capital of Puerto Rico            |
| _____ 10. mestizos                      | j. largest wine making city of Spain |
| _____ 11. creoles                       | k. fan of bullfighting               |
| _____ 12. Brazil                        | l. pineapple coconut drink           |

- \_\_\_\_\_ 13. San Juan  
\_\_\_\_\_ 14. Pablo Casals  
\_\_\_\_\_ 15. Che Guevara

- m. rest during the hot afternoon  
n. handball  
o. dance

Match the following by putting the letter that is the correct answer in the blank.

1. \_\_\_\_\_ The Pyrenees separate Spain from a) Germany b) Italy c) France  
d) Switzerland  
2. \_\_\_\_\_ The Gualdalquivir is the a) highest point in Spain b) the second  
largest city in Spain c) the most navigable river in Spain d) province  
in Spain

Etc.

#### Sample Fourteen

True or False. Write the word true or false.

1. \_\_\_\_\_ Passports and visas are needed to travel to Puerto Rico.  
2. \_\_\_\_\_ One should buy leather goods, pearls and suede in Spain.  
3. \_\_\_\_\_ Puerto Rico means rich port.  
4. \_\_\_\_\_ Madrid is in the northern part of Spain.

#### GRADING

Within the policies of the school, the teacher might set performance criteria for each letter grade. Also the course could be set up under a contract method with the students, determining what is expected under each letter grade. If the school has instituted a pass/fail grading system as an option open to students, the Travelers Course should be included in this system.

\* \* \* \* \*

#### STUDENT EVALUATION OF COURSE

The school system must continue to receive information about student opinions in this new course. It is requested that towards the end of the semester the teacher prepare a questionnaire for student reaction, the results of which should be submitted to the Foreign Language Office of the Central Administration.

The results of the questionnaire should be discussed in the department and desirable modifications made in the next semester of the course session.

Some questions which appeared on pilot teachers' evaluation questionnaire:

1. Questions on content. Was it what students had expected?  
Was sufficient time spent on phrases and words?  
Was sufficient time spent on investigating cultural topics?  
Aspects or topics students liked best about content  
Aspects liked least
2. Questions on materials preferred -- books, filmstrips, films, tapes, transparencies (students' opinions of materials)
3. Questions on method:  
Lecture; student-centered; field trips
4. Questions on student opinion and factors which affect these courses, e. g., aptitude for languages, native intelligence, attitude and motivation, personality of the teacher, etc.

#### VOCABULARY

(Phrases and words appearing in this guide) \*

#### FRENCH

##### A

accès aux quais - to tracks  
l'addition - the bill  
à droite - to the right  
à gauche - to the left  
à la douane - to customs  
allo - hello  
alors - well, then  
l'ambassade - embassy  
l'ambassadeur - ambassador  
l'annuaire - telephone directory  
août - August  
à quelle heure? at what time  
à quelle distance? at what distance?  
l'argent français - French money  
l'aspirine - aspirin  
l'auberge - inn  
aujourd'hui - today  
l'automne - autumn  
au revoir - goodbye  
l'autobus - bus  
avec bain - with bath  
avec douche - with shower  
Avez-vous...? Do you have...?  
avril - April

##### B

baignade interdite - bathing prohibited  
la banque - bank  
la barque - boat  
la bibliothèque - library  
la bijouterie - jewelry shop  
les billets - tickets  
la blanchisserie - laundry  
la boîte aux lettres - mailbox  
bleu - blue  
bon - good  
bonjour - hello, good morning  
bonsoir - good evening  
la boucherie - butcher shop  
la boulangerie - bakery  
le bureau de post - post office

##### C

Ça va? - How goes it?  
la cabine - cabin  
le café - coffee; café  
le café au lait - coffee with milk  
la caisse - cash register  
le canot - canoe  
le carnet de conduire - driver's license

\* Does not include all words in the test samples given.

le carrefour - crossroads  
 les cartes - cards  
 la carte de crédit - credit card  
 la carte postale - post card  
 les centimes - cents (French money)  
 C'est tout, merci. That's all, thanks.  
 le cinéma - movies  
 la chaise longue - lounging chair  
 la chambre - room  
 le change - exchange (money)  
 changer un chèque - cash a check  
 la charcuterie - delicatessen  
 le chasseur - bellboy  
 chaud - hot, warm  
 les chaussettes - socks  
 les chaussures - shoes  
 le chèque - check  
 cher (chère) - dear; expensive  
 la clef - key  
 le coiffeur - hairdresser; barber  
 Combien? How much?  
 comment? - how?  
 Comment allez-vous? How are you?  
 Comment vous appelez-vous? -  
 What's your name?  
 le consul - consul  
 le consulat - consulate  
 le complet - men's business suit  
 la costume - suit (e.g., bathing suit)  
 le contrôleur - conductor  
 les courts de tennis - tennis courts  
 la cravate - necktie

#### D

décembre - December  
 de rien - You're welcome. (After  
 thank you.)  
 défense de fumer - no smoking  
 le déjeuner - lunch  
 demain - tomorrow  
 le dentiste - dentist  
 la dentifrice - toothpaste  
 le dîner - dinner  
 dix - ten

#### E

l'eau - water  
 l'église - church

eh bien - well  
 enchanté(e) a pleasure to know you  
 Endossez votre cheque, s'il vous plaît.  
 Endorse your check, please.  
 entrée gratuite - free admission  
 entrée libre - feel free to browse  
 l'essence - gasoline  
 Excusez-moi. - Pardon me.

#### F

faire du ski - to ski  
 la femme de chambre - maid  
 la fête - holiday  
 feu rouge - red light  
 feu vert - green light  
 les Fueilles Mortes - Autumn Leaves (song)  
 février - February  
 français - French  
 les francs - francs (French money)

#### G

la gare - station  
 le garçon - boy; waiter  
 les gants - gloves  
 le gendarme - policeman  
 la gendarmerie - the police station  
 le guichet - ticket window

#### H

l'heure - hour; time  
 hier - yesterday  
 l'hiver - winter  
 le hors-bord - motorboat

#### I

ici - here

#### J

J'ai chaud. - I'm warm.  
 J'ai faim. - I'm hungry.  
 J'ai froid. - I'm cold.  
 J'ai mal à ... something aches or is sore  
 J'ai soif. - I'm thirsty.

J'aime nager. - I like to swim.  
 janvier - January  
 J'habite... I live in...  
 Je cherche... I'm looking for...  
 Je m'appelle... My name is...  
 Je ne comprends pas. - I don't understand.  
 Je ne parle pas français. - I don't speak French.  
 Je suis Américain(e). - I'm American.  
 le jeton - token for phone  
 juin - June  
 juillet - July  
 la jupe - skirt  
 Je veux acheter... I want to buy...  
 Je veux nager. - I want to swim.  
 Je voudrais... I would like...  
 Je vous présente mon ami(e)...  
 I'd like you to meet my friend...  
 jouer - to play  
 jouer aux cartes - to play cards  
 jouer aux dames - to play checkers  
 jouer aux échecs - to play chess  
 Joyeux Noël - Merry Christmas

### K

(not common in French)

kilomètres - kilometers (.6 mile)  
 kiosque à journaux - book and magazine stall

### L

là-bas - over there  
 le lait - milk  
 laver - to wash  
 la lettre recommandée - registered letter  
 le litre - liter (1.06 quart)

### M

madame - married lady  
 mademoiselle - single girl  
 mai - May  
 maintenant - now  
 mais oui - yes indeed  
 mais non - no indeed  
 le magasin - department store

maître-nageur - lifeguard  
 la Marseillaise - French national anthem  
 le match de football - football game  
 le médecin - doctor  
 le médicament - medicine  
 le menu - menu  
 merci - thanks  
 le métro - subway  
 midi - noon; South of France  
 minuit - midnight  
Minuit Chrétiens - O Holy Night  
 (Christmas carol)  
 Mon Dieu - My goodness!  
 mon passeport - my passport  
 monsieur - sir, Mr., man

### N

nager - to swim  
 la neige - snow  
 Noël - Christmas  
 Nous arrivons... We're arriving...  
 Nous avons perdu... We've lost...  
 Nous cherchons... We're looking for...  
 Nous voudrions... We'd like...  
 Nous voulons... We want...  
 Nous voulons louer une voiture.  
 We want to rent a car.  
 nettoyer - dry clean  
 le Nouvel An - New Year  
 novembre - November  
 le numéro - number

### O

octobre - October  
 Où...? Where...?  
 Où est la toilette? (or, la salle de bain)  
 Where's the bathroom?  
 Où se trouve...? Where is...?  
 Où est le garçon? Where's the waiter?  
 Où est le centre commercial?  
 Where's the shopping center?

### P

le pain - bread  
 par avion - by air  
 Pardon. I beg your pardon; pardon

Parlez lentement. Speak slowly.  
Pas mal, merci. Not bad, thanks.

la patinoire - skating-rink  
la pâtisserie - pastry shop  
la pêche - fishing  
le petit déjeuner - breakfast  
les phares - headlights  
la pharmacie - drugstore  
la piscine - swimming pool  
la plage - beach  
plage privée - private beach  
la planche du surf - surfboard  
la poste - the mails  
le pneu - tire  
le pneu crevé - flat tire  
Pouvez-vous m'aider? Can you  
help me?  
le printemps - spring (season)  
prix fixe - fixed price

### Q

Quand...? When...?  
Quand allons-nous arriver?  
When will we arrive?  
le quai - track (at railroad  
station)  
le quatorze juillet - July 14  
Bastille Day - French  
holiday  
Quelle est votre nationalité?  
What is your nationality?  
Quelle heure est-il? What time  
is it?

### R

Répétez, s'il vous plaît.  
Repeat, please.  
réservé - reserved  
les renseignements - information  
le restaurant - restaurant  
repasser - to iron  
Rien à déclarer. Nothing to  
declare (customs)  
rouge - red  
la route - route, road

### S

le salon; salon du beauté - beauty shop  
la Semaine Sainte - Holy Week  
le service - services  
service compris - service included  
service pas compris - service not included  
s'il vous plaît - please  
la station-service - filling station  
stationnement interdit - no parking  
le stylo - pen (ball point)  
Suivez tout droit - Straight ahead  
le système pneumatique - underground  
tube for messages

### T

la table - table  
le tarif - postage/rate  
le taxi - taxi  
le taxiphone - street phone  
le timbre - stamp  
le Tour de France - Bicycle Race  
Tournez à droite. Turn to the right.  
le train - train  
très bien - very well  
trop chaud(e) - too hot  
trop cher (chère) - too costly  
trop froid(e) - too cold

### U

un, une - a an

### V

vert - green  
les vêtements - clothes  
la Vie en Rose - Life through rose-colored  
glasses (French popular song)  
le vin - wine  
la voiture - car  
vous - you

Teach days of the week, months, and  
numbers 1 - 20.

VOCABULARY  
(Phrases and words appearing in this guide)

SPANISH

A

abajo - downstairs  
abierto - open  
abril - April  
Abrochen los cinturones. Fasten  
seat belt.  
el accidente - accident  
el aeropuerto - airport  
adiós - goodbye  
la aduana - customs  
el aficionado - "fan" (bull-  
fight fan)  
el agua - water  
el agua caliente - warm water  
a la derecha - to the right  
a la izquierda - to the left  
allá; allí - there  
a la orden - at your service  
el almacén - store  
el almuerzo - lunch  
alto - stop (Do not confuse with  
alto(a).)  
Amapola - song (means poppy)  
amarillo(a) - yellow  
el amigo(a) - friend  
Apaguen los cigarros. Put  
out cigarettes.  
el año nuevo - the New Year  
aparcar - to park (Spain)  
aquí - here  
la armada - armada  
arriba - upstairs  
así-así - so-so  
la aspirina - aspirin  
el autobús - bus  
el autopista - highway  
el auto-stop - hitchhiking  
el avión - plane  
el aviso - announcement  
ayer - yesterday  
azul - blue

B

bailar - to dance  
el baile - dance  
el balón de cesta - basketball  
el banco - bank  
los baños - toilet  
barato(a) - cheap, inexpensive  
el barbero - barber  
el barco - ship  
la barca de remos - rowboat  
la bebida - beverage  
el beisbol - baseball  
el beisbolista - baseball player  
la bicicleta - bicycle  
bien - well  
blanco(a) - white  
el billete - money (bill)  
el bolero - bolero (dance)  
el boleto - ticket  
el botones - bellhop  
Buen Año - Happy New Year  
Buenas noches - Good night  
Buenas tardes - Good afternoon; hello  
Buenos días - Good morning; hello  
Busco... I'm looking for ...  
el buzón - mailbox

C

los caballeros - men, gentlemen  
el café - coffee; restaurant  
la cafetería - cafeteria  
café con leche - milk with a little coffee  
la caja - cash register  
el cajero - cashier  
caliente - warm, hot  
la camarera - maid  
cambiar un cheque - to cash a check  
el cambio - change, exchange (money)  
el campo de golf - golf course  
¡Caramba! For heaven's sake!

carnaval - carnival (before Lent)  
 carnet de conducir - driver's license  
 el carro - car (Latin America)  
 la cena - supper  
 cerca - near  
 cerrado(a) - closed  
 Cielito Lindo - Mexican song  
     (Beautiful Heaven)  
 el cine - movies  
 la cita - date; appointment  
 el coche - car (Spain)  
 la comida - meal  
 ¿Cómo está? - How are you?  
 ¿Cómo se llama Vd? - What's  
     you name?  
 ¿Comprende? - Understand?  
 Comprendo - I understand  
 con baño - with bath  
 conducir - to drive (Spain)  
 con ducha - with shower  
 el correo - the mail  
 la corrida de toros - bullfight  
 cuadrar - to park  
 ¿Cuándo? - When?  
 ¿Cuánto? - How much?  
 ¿Cuánto cuesta? - How much  
     does it cost?  
 ¿Cuánto vale? - How much is it?  
 ¿Cuánto tiempo? - How much time?  
 ¿Cuántos años tiene Vd. ? - How  
     old are you?  
 la Cucaracha - cockroach (Mexican  
     folk song)  
 el cubierto - cover charge  
 la cuenta - bill  
 ¡Cuidado! - Careful! Look out!  
 el charro - cowboy (Mexico)  
 el cheque - check  
 el cheque personal - personal check  
 el cheque de viajero - traveler's  
     check

## D

damas - ladies  
 ¿De dónde es Vd. ? - Where are  
     you from?

de nada - You're welcome (Say  
     after gracias)  
 el dentista - dentist  
 la derecha - right side  
 derecho - straight ahead  
 el desayuno - breakfast  
 el Día de la Raza - Columbus Day  
 el Día de Todos los Santos - All  
     Saints' Day (November 1)  
 el dinero - money  
 los discos - records  
 los dólares - dollars  
 ¿Dónde... ? Where?  
 ¿Dónde está... ? Where is... ?

## E

E. E. U. U. - United States  
 la emergencia - emergency  
 Encantado. - Glad to know you.  
 enero - January  
 ¿Entiende? - Do you understand?  
 Entiendo. - I understand.  
 la entrada - entrance  
 entrada libre - free admission  
 equipo - team, or equipment  
 eso - that  
 Espere un momento. Wait a moment.  
 estacionar - to park  
 estacionamiento prohibido - no parking  
 la estación de servicio - service station  
 las estampillas - stamps (Latin America)  
 ¿Está enfermo(a)? - Are you sick?  
 ¿Está mareado(a)? - Are you airsick or  
     seasick?  
 esto - this  
 Es todo, gracias. That's all, thank you.  
 Estoy bien. - I'm well.  
 el, la estudiante - student

## F

febrero - February  
 la fecha - date (day of the month)  
 el ferrocarril - railroad  
 la fiesta - festival  
 el flamenco - gypsy dance (Spain)

el museo - museum  
la música - music  
Muy bien. - Very well.

## N

Nada. - Nothing.  
Nada más, gracias. - Nothing  
else, thanks.  
Nada que declarar. - Nothing to  
declare.  
la Navidad - Christmas  
negro(a) - black  
No comprendo. - I don't understand.  
No entiendo. - I don't understand.  
No estoy bien. - I'm not well.  
No hablo español. - I don't speak  
Spanish.  
No doblar. - Do not bend.  
No me gusta. - I don't like it.  
No molestar - Do not disturb  
norteamericano(a) - North American  
(a person from U. S.)  
No tocar - Do not touch.  
noviembre - November

## O

octubre - October  
ocupado - occupied; busy  
(telephone line)  
la oficina de cambio - exchange  
office (money)  
el otoño - autumn

## P

el pan - bread  
la parada de autobús - bus stop  
¡Pare! - Stop!  
las parrandas - Puerto Rican  
festival  
paso doble - dance (Spain)  
la pelota - ball  
el peluquero - barber  
Perdón. - Pardon me.  
los periódicos - newspapers

los perritos - hot dogs  
el pesero - taxi-bus (Mexico City)  
la peseta - monetary unit (Spain)  
el peso - monetary unit (Mexico and others)  
la piscina - pool  
el piso - floor (story)  
primer piso - first floor  
planchar - to iron  
planchado - ironed, pressed  
la playa - beach  
la plaza - plaza  
playa particular - private beach  
el policía - policeman  
la policía - the police  
por favor - please  
las posadas - Christmas custom - Mexico  
(stopping by people's homes)  
la primavera - spring

## Prohibido

Bañarse - No bathing  
Estacionarse - No parking  
Fumar - No smoking  
Hacer camping - No camping  
¿Puede ayudarme? - Can you help me?

## Q

¡Qué barbaridad! - What an outrage!  
¿Qué día es hoy? - What day is it?  
¿Qué hora es? - What time is it?  
¡Qué lástima! - What a pity!  
el queso - cheese  
¿Qué tal? - How goes it?  
¿Quiere Vd. bailar? - Do you want  
to dance?  
¿Quiere Vd. comer? - Do you want  
to eat?  
¿Quiere Vd. tomar algo? - Do you  
want something to drink?  
Quiero comer. - I want to eat.  
Quiero mandar... I want to send...  
Quiero hacer compras. I want to  
shop.  
Quiero nadar. I want to swim.  
Quisiera... I'd like...

la foto - photograph  
el fútbol - football (soccer)  
el futbolista - soccer player

G

el garaje - garage  
la gasolina - gasoline  
gracias - thanks  
guacamole - Mexican salad with  
avocado, etc.  
guía de teléfonos - telephone directory

H

la habitación - room  
¿Habla Vd. inglés? - Do you  
speak English?  
la hamburguesa - hamburger meat  
Hasta luego. See you later.  
Hasta la vista. I'll see you!  
Hasta mañana. See you tomorrow.  
¿Hay...? Are there...? or  
Is there...?  
Hay... There is... or There are...  
¡Hola! Hello.  
la hora - the hour  
el hospital - hispital  
hoy - today  
los huevos - eggs

I

la iglesia - church  
el invierno - winter  
la izquierda - left

J

jai alai - handball game  
el jarabe tapatío - Mexican Hat  
Dance  
la joyería - jewelry shop  
el juego - game  
el jugo - juice  
junio - June  
julio - July

K

kilo - kilogram (weight - 2.2. lbs.)  
kilometro - kilometer (.6 mile)

L

la lavandería - laundry  
automática - laundromat  
la leche - milk  
lejos - far  
la librería - book shop  
los libros - books  
limpiado(a) - cleaned  
Lo siento. - I'm sorry.  
Lo siento, no comprendo. - I'm sorry;  
I don't understand.  
la llanta - tire  
La llanta se reventó. - The tire went flat.  
la llave - key

M

la maleta - suitcase  
la mañana - morning  
mandar - to send  
manejar - to drive (Latin America)  
Manejo. - I drive.  
el mapa - map  
el mar - the sea  
marzo - March  
más barato - cheaper  
el matador - bullfighter (who kills  
the bull)  
mayo - May  
la medicina - medicine  
el médico - doctor  
Me gusta... I like...  
Me llamo... My name is...  
el menú - menu  
el merengue - national dance (Puerto Rico)  
la mesa - table  
el metro - meter (39 inches)  
mi pasaporte - my passport  
Muchas gracias. - Many thanks.  
Mucho gusto. - Much pleasure (Say  
after introduction.)

R

la radio - radio  
el rancho - ranch (Mexico)  
El Rancho Grande - Mexican song  
el recargo - surcharge  
el recibo - receipt  
Repita, por favor. - Repeat, please.  
los Reyes Magos - the Three Wisemen  
(January 6 holiday)  
la ropa - clothes  
rojo(a) - red

S

sacar fotos - to take pictures  
Saco fotos. - I take pictures.  
la salida - exit, departure  
la Semana Santa - Holy Week  
los sellos - stamps (Spain)  
señor - sir, Mr.  
señora - Mrs.  
señorita - Miss  
Sentido Unico - One way  
septiembre - september  
el servicio - service and/or  
service charge  
Sí. - Yes.  
si - if  
sol o sombra - sun or shade  
(bullfight tickets)  
Soy de los E. E. U. U. - I'm from  
the U. S.  
Soy estudiante. - I'm a student.  
Soy norteamericano. - I'm North  
American  
el subterráneo - subway (also  
el metro)  
el supermercado - supermarket

T

los tacos - nonsweet pancake filled  
with cheese or meat  
las tamales - cornmeal and meat  
wrapped in corn husks or  
banana leaves  
el tango - dance (Argentina)

la tarifa - fare  
la tarjeta de crédito - credit card  
el taxi - taxi  
el teléfono - telephone  
el telegrama - telegram  
Tengo... I have...  
Tengo prisa. - I'm in a hurry.  
Tengo sed. - I'm thirsty.  
Tengo hambre. - I'm hungry.  
Tengo ... años. I'm ... years old.  
tienda - store, shop  
de comestibles - grocery store  
de ropa - clothing store  
de zapatos - shoe store  
el toro - bull  
el torero - bullfighter  
las tortillas - Mexican pancake (not sweet)  
la tortilla con huevo - omelette (Spain)  
el tráfico - traffic  
el tren - train

U

un - a, an

V

el velero - sailboat  
el veneno - poison  
vía aérea - air mail  
la Virgen (de Guadalupe) Virgin of  
Guadalupe - Mexican shrine

Y

yo - I

Z

la zapatería - shoemaker shop  
los zapatos - shoes

Days of the week

el ) lunes  
      ) martes  
      ) miércoles  
      ) jueves  
      ) viernes  
      ) sábado  
      ) domingo

Months

enero            julio  
febrero        agosto  
marzo         septiembre  
abril          octubre  
mayo          noviembre  
junio         diciembre

Numbers to 20

|        |       |       |           |            |
|--------|-------|-------|-----------|------------|
| uno    | cinco | nueve | trece     | diecisiete |
| dos    | seis  | diez  | catorce   | dieciocho  |
| tres   | siete | once  | quince    | diecinueve |
| cuatro | ocho  | doce  | dieciseis | veinte     |